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ABSTRACT

This document articulates the goals and objectives of the middle school guidance program in Orange County, Florida Public Schools system. Professional roles and responsibilities are discussed, as well as program implementation. These goals to assist students are listed for the middle school guidance program: (1) understanding the school environment; (2) understanding self and others; (3) understanding attitudes and behaviors; (4) understanding decision-making and problem-solving; (5) understanding interpersonal and communication skills; (6) understanding school success skills; (7) career development and educational planning; and (8) understanding community pride and involvement. Objectives are listed for each of the eight goals for grade levels six, seven, and eight. Thirteen forms are provided, including those for the annual guidance plan, needs assessment, and guidance activities report. Unit outlines are provided for suicide prevention; loss and grief; teenage pregnancy prevention; drug abuse prevention; child abuse prevention; and motivation. (ABL)

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ORANGE COUNTY PUBLIC SCHOOLS

MIDDLE SCHOOL
DEVELOPMENTAL
GUIDANCE PLAN

1989

ORANGE COUNTY PUBLIC SCHOOLS

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MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE PLAN

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Alachua County Public Schools Developmental Guidance Plan, Dr. Wiley Dixon, Supervisor of Guidance, Alachua County, Florida.

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INTRODUCTION

This document articulates the goals and objectives of the middle school guidance program in Orange County Public Schools. The District goals and objectives are found in the Student Services Plan which is mandated by Florida Statute 230.2313(2), and addresses a comprehensive student services program. This program is an integral part of the overall educational program and a major link in the achievement of the mission of the school system. As part of the Student Services Plan, each school's guidance department has the responsibility of developing an Annual Guidance Plan which addresses local school concerns as well as those included in the district plan.

Current research supports the philosophy of Orange County Public Schools in the need for a developmental guidance plan. This document is intended to be flexible; the guidance team may adapt it to the needs of the individual school. Suggested activities and materials useful in implementing the program have been included.

School districts have been charged with providing increased services to the community, its students and families through addressing personal-social, educational, and career needs. Someone must embrace this challenge!

WHO, BETTER THAN WE?

"The children will be the beneficiaries."

PROGRAM DESCRIPTION

School guidance may be viewed as an educational philosophy, as well as a distinct, defined program of services. As a philosophy, guidance is founded on the belief that each student is a unique and singular individual who possesses intrinsic worth and specific rights. Guidance focuses primarily and systematically on the individual and her/his potential for growth and full actualization.

At the middle school level, there is more need for self-exploration and peer relationships. To meet these needs, the following goals have been identified as the foundation of our developmental guidance program:

Program Goals

1. To assist students in understanding the school environment.
2. To assist students in understanding self and others.
3. To assist students in understanding attitudes and behaviors.
4. To assist students in understanding decision-making and problem-solving.
5. To assist students in understanding interpersonal and communication skills.
6. To assist students in understanding school success skills.
7. To assist students in career development and educational planning.
8. To assist students in understanding community pride and involvement.

These developmental program goals are student centered and are designed to achieve the first objective of the Student Services Plan. The Student Services Plan is discussed further under the Annual Guidance Plan on page 8.

PROGRAM DESCRIPTION CONTINUED

Orange County Schools' guidance program is both developmental and diagnostic in nature. The former identifies appropriate developmental needs or tasks of students at the various age levels and attempts to meet those needs through a planned, sequential program of individual, group, and classroom activities/services. Developmental guidance services look toward meeting the needs of students and developing positive attitudes/skills in the areas of self-awareness, interpersonal skill development, educational awareness/decision making, and career awareness/decision making. Diagnostic services deals with the identification, diagnosis, and remediation/treatment of an individual's difficulties/problems. While the developmental aspect of the guidance program focuses on prevention and developing coping skills to prevent serious life problems, the remedial aspect of the program ensures the provision of services to individuals who are experiencing stress.

PROGRAM DELIVERY OVERVIEW

The guidance program is school-based and is delivered by guidance counselors and teachers, under the auspices of school as well as district administration. The guidance staff works with students individually, in small groups, and within the classroom context. It is the intent of the Orange County School District that guidance services be delivered to all students, not just students with special problems requiring remediation; the emphasis of our guidance program is on the developmental model of guidance services. This can only occur when the guidance staff plans their school programs so as to gain access to the entire student population. In order to do this, guidance personnel must develop schedules and calendars of activities which will allow guidance goals and objectives to be fulfilled.

The core of the Orange County Guidance Program is the classroom guidance component. Preventive guidance activities/programs are offered to all students through classroom/group work. It should be noted that the IMPACT Advisement Program in Orange County addresses all 8 goals of the developmental guidance program. The basic goal of the IMPACT program is to make available to middle school students a more personalized educational experience. Each student will have constant access to a caring, informed adult during the planned advisement period. Teachers, when working as student advisors, can draw upon the skills and resources of school counselors to meet the various developmental concerns of adolescents. Counselors serve as resources and consultants to the teachers/advisors who deliver the IMPACT program. In addition, counselors may lead small groups of the more dysfunctional students who need more specialized help. Groups typically focus on the following: divorce, motivation, disruption, socialization, peer pressure, and crisis intervention topics.

PROFESSIONAL ROLES AND RESPONSIBILITIES

The delivery of a developmental guidance and counseling program requires the cooperative efforts of principals, counselors, and teachers. These professionals all have distinct, but interactive roles which are essential to the success of the program.

Principals' Role

Principals, as chief administrators in the schools, are ultimately responsible for the success of the guidance and counseling program. They must understand and appreciate the appropriate role of school counselors and provide the support necessary for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical help to allow counselors to use their special training and competencies in an effective manner. Principals must also provide input into program development and encourage and support participation of all school personnel in implementing the guidance and counseling program. In addition, principals facilitate program improvement by providing a school atmosphere which is conducive to innovation in guidance and counseling.

Counselors' Role

Counselors must assume the leadership role for implementing the guidance and counseling program. Counselors direct their efforts toward making the school, the staff, and the curriculum sensitive to the developmental needs of students. Counselors are responsible for the systematic delivery of structured developmental guidance units to all students. In addition, counselors work directly with students individually and in small groups to deal with unique or problem centered concerns which require more privacy or attention than can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as a consultant to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors also serve by coordinating various activities within the school which are related to student welfare. Appropriate referral, placement, and follow-up are activities which are particularly pertinent to counseling.

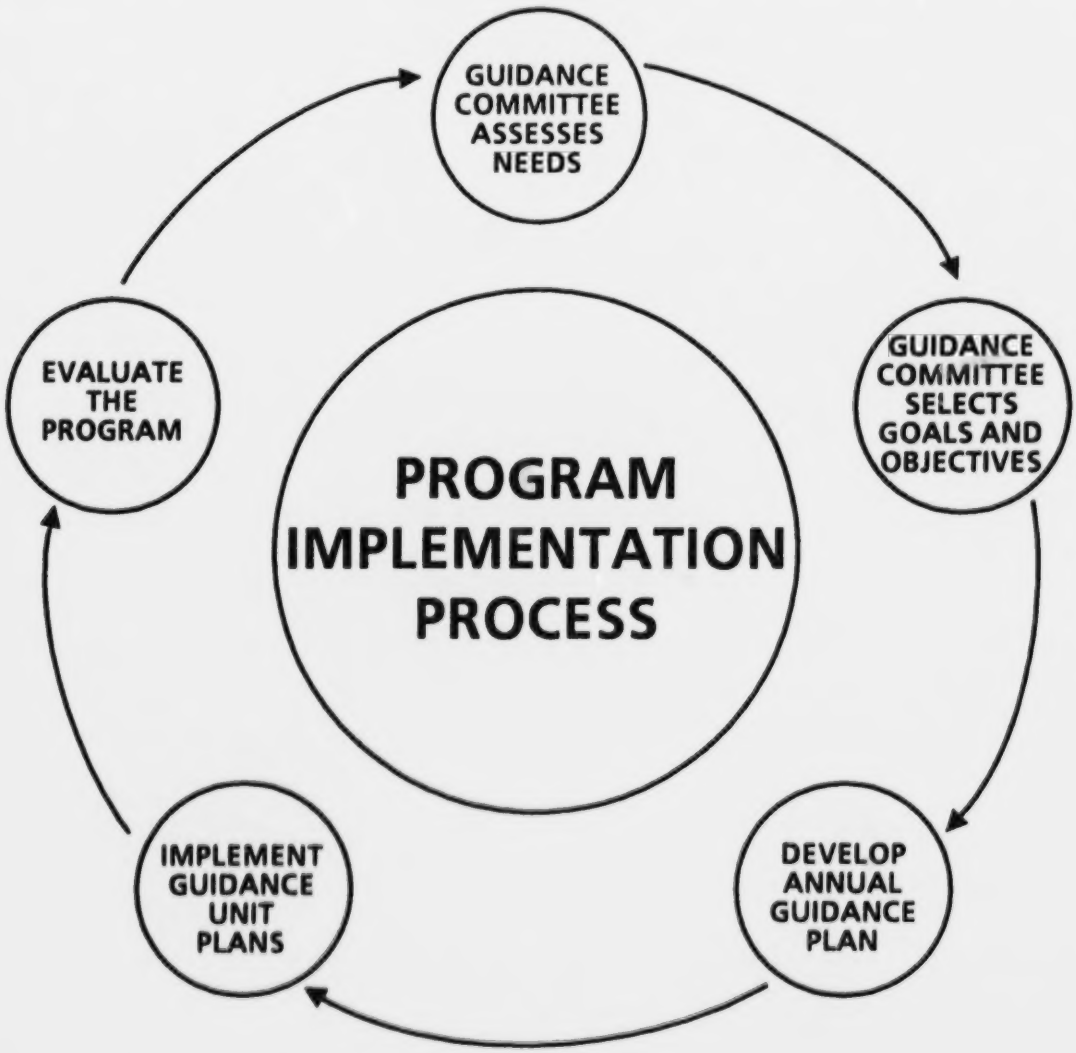
Teachers' Role

Teachers play a vital role in the planning and implementation of the guidance and counseling program. As the professionals who have the most contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referrals, teachers facilitate the interaction between students and counselors. Teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the guidance and counseling program by helping counselors deliver programs which facilitate the emotional and social development and well being of students. With their support, input, and expertise, teachers make it possible for guidance and counseling to become an integral part of the educational experience.

Summary

When school personnel understand the purposes of guidance and counseling, they realize that the goals of education and the goals of guidance and counseling are congruent. Principals, counselors and teachers are most effective in promoting the cognitive, emotional, and social development of students when they are sensitive to both the distinct and common elements of their roles. Mutual respect for and understanding of the professional competencies and contributions that each bring to the school setting will enable principals, counselors, and teachers to implement a developmental guidance and counseling program which becomes an essential element of the school.

PROGRAM IMPLEMENTATION


GUIDANCE COMMITTEE ASSESSES NEEDS
GUIDANCE COMMITTEE SELECTS GOALS AND OBJECTIVES
DEVELOP ANNUAL GUIDANCE PLAN
IMPLEMENT GUIDANCE UNIT PLANS
EVALUATE THE PROGRAM
PROGRAM IMPLEMENTATION PROCESS

This diagram depicts the process of a developmental guidance program. Beginning with a needs assessment, the process moves to the selection of specific goals and objectives by the school based guidance committee; after selection of priorities, the plan is implemented through the advisement program, small groups and special activities planned to meet the needs of the school; the delivery of specific activities is conducted by teachers, administrators, counselors, other specialists and parents; the plan is evaluated near the end of the school year to determine program effectiveness and to demonstrate accountability for meeting student needs.

PROGRAM IMPLEMENTATION CONTINUED

NEEDS ASSESSMENT

A Student Needs Assessment is conducted to determine priorities and goals for the coming school year; this should be completed at the close of the previous school year or at the beginning of the new school year. (See the sample needs assessment in the Forms section.)

SCHOOL-BASED GUIDANCE COMMITTEE

Every school needs a guidance committee. The committee helps identify student needs and recommends different kinds of guidance programs and activities. It serves as a funnel through which information can be processed by both counselors and teachers. It searches for ways that all school personnel can work together more efficiently. This committee can determine which goals and objectives are to be emphasized in each grade level for the school year.

The guidance committee could be a flexible arrangement and possibly be composed of the counselor and one representative from each grade level or team and exceptional education, with input from the principal or assistant principal. A representative from the special areas (e.g., art, music, P.E., media) may also be included. The functions served by the committee may even be accomplished by a committee that already exists (e.g., EPT, Student Assistance Team or faculty advisory committee).

THE ANNUAL GUIDANCE PLAN

The Annual Guidance Plan is developed by each school to address its responsibilities in meeting the district goals and objectives outlined in The Student Services Plan. "The overall goal of this plan is to provide individual and group counseling to students and plan and coordinate guidance services in the school." Each of the eight developmental guidance program goals supports this effort. The reader is asked to refer to the Student Services Plan for the suggested activities for each objective as well as to record the school-based annual plan.

Each guidance department has the responsibility for developing an Annual Guidance Plan. The Plan should be developed with the principal and/or guidance committee and all staff members should be aware of and have access to the plan. A copy of the plan should be submitted to the principal and Guidance Program Consultant early in October of the school year covered.

GUIDANCE UNIT PLANS

Counselors should keep on file plans or outlines which provide a brief description of any guidance units used to meet the objectives required in the Developmental Guidance component of the comprehensive program. Such plans should specify general goals, appropriate grade level, number of sessions, and required materials for the unit. The Developmental Guidance Planning Form in this appendix provides a suggested format for guidance unit plans.

PROGRAM EVALUATION

Evaluation of the developmental guidance program is a vital part of the implementation process. In order to be an accountable program, it needs to be monitored and evaluated. Recognizing that it takes time to develop an excellent program, adjustments will need to be made, depending on feedback from faculty, students and parents, as continuing efforts are made to be responsive to local school needs. Formal and informal assessments can be utilized in order to keep developmental guidance moving in a desired direction. There are some key questions for consideration:

1. How well did we meet the needs of the students?
2. What should be improved and how?
3. How effective was the developmental approach?
4. How do you know?

SUGGESTIONS FOR EFFICIENT UTILIZATION OF COUNSELOR TIME

To implement a developmental program as described in this plan requires a cooperative effort from all school personnel. However, counselors will bear the primary responsibility for implementing the guidance and counseling program. Considering the many duties required by this plan, it is obvious that the guidance and counseling program must be carefully planned and that counselor time must be used efficiently. The following suggestions are offered to principals and counselor to serve as a guideline for planning and evaluating the way in which counselors' time is spent:

		Weekly Commitment
1.	Large group or classroom guidance activities necessary to implement the developmental guidance component of this plan.	3-6 hours
2.	Small group counseling sessions necessary for partial implementation of the counseling component of this plan.	2-6 hours
3.	Individual counseling sessions necessary for partial implementation of the counseling component of this plan.*	4-6hours
4.	Training of peer facilitators to enhance the counseling component of this plan.	1-5 hours
5.	Group consultation desirable for partial implementation of the consultation component of this plan.	2-6 hours
6.	Flexible time which would include indirect services, drop in or crisis counseling, planning, consultation, etc.	19-25 hours

*Individual counseling as described here is meant to apply only to target students seen on a regularly scheduled basis. It does not apply to students who are referred or come in on an unscheduled or crisis basis. These unscheduled clients are handled during a counselor's flexible time.

The amount of time spent on various tasks described above would depend upon school needs and the way in which schools choose to implement this guidance plan. An important aspect of the guidelines listed above is the minimum time of 12 hours that is to be spent on regularly scheduled guidance and counseling activities which involve direct contact with students. It is both desirable and reasonable that every counselor should plan for and schedule at least 12 hours to implement the developmental guidance and counseling components of this comprehensive plan. Counselors' remaining work hours can be used for planning, coordination, unscheduled or crisis counseling, and consultation.

SUGGESTED SCHEDULE FOR PLAN IMPLEMENTATION

	ACTIVITY	DATES
I.	Establish school guidance committee.	Preplanning
II.	Meet with guidance committee and formulate yearly plan.	Weeks 1-4
III.	Implement yearly plan.	Weeks 4-30
V.	Submit Annual Guidance Plan to Principal and Guidance Program Consultant.	October
VI.	Meet with guidance committee to review, evaluate and revise yearly plan.	Weeks 20-24
VII.	Meet with guidance committee to review and evaluate yearly activities and begin planning for next year.	Weeks 30-36
VIII.	Submit last Guidance Activities Report to Principal and the Guidance Program Consultant.	Postplanning

DAILY ACCOUNTABILITY LOGS

A daily log should be kept by all guidance staff. Reporting will be done in one-half hour time blocks; the number of student/parent contacts and the amount of the time spent in each category/objective will be recorded on the log. Daily logs will be kept for and compiled at the close of each 9 weeks in order to complete the quin report.

COUNSELOR 9 WEEK SUMMARY SHEET

At the end of each 9 weeks, there will be a summary of each guidance counselor's activities; the quin report will reflect a compilation of the daily logs. These reports will be organized to reflect the 75%/25% category classification. Time spent in and the number of student/parent contacts will be calculated for each category/objective. At the close of each school year, a quantitative evaluation will be completed by the appropriate district program consultant. This will report the number of student, parent contacts for the year and the amount of time spent in each category/objective for the year. Definitive data on compliance to the 75%/25% standards will be reported for each counselor/guidance department.

MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE: GOALS AND OBJECTIVES

GOALS	GRADE 6 OBJECTIVES	GRADE 7 OBJECTIVES	GRADE 8 OBJECTIVES
1. UNDERSTANDING THE SCHOOL ENVIRONMENT	1.1 Students will demonstrate knowledge of physical layout of the school. 1.2 Students will demonstrate knowledge of the Student Code of Conduct. 1.3 Students will demonstrate knowledge of extra curricular activities, special programs, and services. 1.4 Students will demonstrate knowledge of school personnel and their roles.	1.1 Students will demonstrate knowledge of extracurricular activities, special programs and services. 1.2 Students will demonstrate knowledge of school personnel and their roles. 1.3 Students will demonstrate knowledge of the Student Code of Conduct.	1.1 Students will demonstrate a positive attitude and sense of belonging toward their high school. 1.2 Students will demonstrate knowledge of opportunities available to them through their high school, e.g., extra-curricular activities, special programs, services, etc.
2. UNDERSTANDING SELF AND OTHERS	2.1 Students will be able to identify similarities and differences in each other. 2.2 Students will demonstrate knowledge of physical changes of pre-adolescence. 2.3 Students will identify friendship qualities. 2.4 Students will identify positive relationships with teachers and other adults.	2.1 Students will assess their abilities, interests and personal characteristics. 2.2 Students will identify positive relationships with peers, teachers and other adults.	2.1 Students will identify personal strengths. 2.2 Students will develop a strength through an action plan. 2.3 Students will identify strengths in others.
3. UNDERSTANDING ATTITUDES AND BEHAVIORS	3.1 Students will identify positive attitudes and behaviors. 3.2 Students will identify consequences of negative attitudes and behaviors. 3.3 Students will identify a behavior they want to change. 3.4 Students will identify a goal for change. 3.5 Student will identify three steps for reaching the goal.	3.1 Students will identify positive attitudes and behaviors. 3.2 Students will identify consequences of negative attitudes and behaviors. 3.3 Students will identify a behavior they want to change. 3.4 Students will identify a goal for change. 3.5 Students will identify three steps for reaching the goal.	3.1 Students will identify the influence of environment on personal attitudes and behaviors. 3.2 Students will identify coping skills acceptable to self and others. 3.3 Students will identify how their behavior influences the feelings and actions of others.
4. DECISION-MAKING AND PROBLEM SOLVING	4.1 Students will identify choices that students their age have to make. 4.2 Students will demonstrate a decision-making process. 4.3 Students will identify problems that students their age have. 4.4 Students will demonstrate a problem-solving model.	4.1 Students will identify choices that students their age have to make. 4.2 Students will identify a personal choice and use a decision-making process to make that choice. 4.3 Students will identify a personal problem and use a problem-solving model to solve that problem.	4.1 Students will demonstrate information gathering skills necessary for making decisions. 4.2 Students will demonstrate the relationship between personal attributes and realistic goal setting.
5. INTERPERSONAL AND COMMUNICATION SKILLS	5.1 Students will demonstrate effective listening skills. 5.2 Students will demonstrate effective communication skills. 5.3 Students will demonstrate appropriate responses to peer pressure.	5.1 Students will demonstrate effective group interaction skills. 5.2 Students will demonstrate giving appropriate feedback. 5.3 Students will demonstrate appropriate cooperation skills.	5.1 Students will identify alternatives when peer pressures are in conflict with their value system. 5.2 Students will demonstrate positive assertiveness skills.
6. SCHOOL SUCCESS SKILLS	6.1 Students will identify skills which make a student successful in school. 6.2 Students will identify personal strengths and weaknesses in study skills. 6.3 Students will identify one weakness of study skills they want to improve. 6.4 Students will identify conflicts that students their age have. 6.5 Students will demonstrate conflict resolution methods.	6.1 Students will demonstrate appropriate time management skills. 6.2 Students will demonstrate appropriate organizational skills.	6.1 Students will identify those skills which are necessary for effective learning, e.g., study habits, test-taking, time management, personal organization, following directions, etc. 6.2 Students will identify and improve learning skills which need improving.
7. CAREER DEVELOPMENT AND EDUCATIONAL PLANNING	7.1 Students will explore various occupations. 7.2 Students will identify how skills learned in school relate to various occupations. 7.3 Students will select elective courses for the following year.	7.1 Students will identify school and community experiences with various career clusters. 7.2 Students will identify the specific abilities and skills required for various career clusters. 7.3 Students will select elective courses for the following year.	7.1 Students will identify future career plans land relate them to selection of school courses. 7.2 Students will demonstrate job-search and job-acquisition skills.
8. COMMUNITY PRIDE AND INVOLVEMENT	8.1 Students will identify community needs. 8.2 Students will identify resources for meeting community needs.	8.1 Students will identify school improvement projects. 8.2 Students will choose one school improvement project and identify the method for improvement.	8.1 Students will identify one community need. 8.2 Students will demonstrate how to solve that need.

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 1: To assist students in understanding the school environment.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will demonstrate knowledge of physical layout of the school.	1. Students will demonstrate knowledge of extracurricular activities, special programs and services.	1. Students will demonstrate a positive attitude and sense of belonging toward their high school.
2. Students will demonstrate knowledge of the Student Code of Conduct.	2. Students will demonstrate knowledge of school personnel and their roles.	2. Students will demonstrate knowledge of opportunities available to them through their high school, e.g., extracurricular activities, special programs, services, etc.
3. Students will demonstrate knowledge of extra curricular activities, special programs, and services.	3. Students will demonstrate knowledge of the Student Code of Conduct.	
4. Students will demonstrate knowledge of school personnel and their roles.		
"IMPACT" UNITS:		
1. Getting Acquainted/ Student Orientation	1. Getting Acquainted/ Student Orientation	1. Getting Acquainted/ Group Behavior

Guidance Activities:

1. Organized visits to the campus
2. Scheduled tours of the campus
3. Parent "Open House" visitation
4. Counselor/staff meetings
5. Counselor visits to classrooms
6. "Buddy System"
7. "Rap Sessions" for new students
8. Peer counselor involvement
9. Monthly orientation meetings

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 2: To assist students in understanding self and others.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will be able to identify similarities and differences in each other.	1. Students will assess their abilities, interests and personal characteristics.	1. Students will identify personal strengths.
2. Students will demonstrate knowledge of physical changes of pre-adolescence.	2. Students will identify positive relationships with peers, teachers and other adults.	2. Students will develop a strength through an action plan.
3. Students will identify friendship qualities.		3. Students will identify strengths in others.
4. Students will identify positive relationships with teachers and other adults.		
IMPACT" UNITS: 1. Student Skills 2. Self Esteem 3. Communications 4. Peer Relationships 5. Conflict Resolution 6. Wellness 7. Motivation and Educational Planning 8. Careers 9. Community Involvement	1. Study Skills 2. Getting to Know Myself 3. Getting to Know Others 4. Communications 5. Wellness 6. Planning for My Future	1. Learning Skills 2. Communications 3. Self Assessment/Self Esteem 4. Careers 5. Peer Relationships 6. Conflict Resolution 7. Educational Planning 8. Wellness

Guidance Units:

1. Suicide Prevention
2. Loss and Grief
3. Drug Abuse Prevention
4. Child Abuse Prevention
5. Teen Pregnancy Prevention
6. Motivation

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 3: To assist students in understanding attitudes and behaviors.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will identify positive attitudes and behaviors.	1. Students will identify positive attitudes and behaviors.	1. Students will identify the influence of environment on personal attitudes and behaviors.
2. Students will identify consequences of negative attitudes and behaviors.	2. Students will identify consequences of negative attitudes and behaviors.	2. Students will identify coping skills acceptable to self and others.
3. Students will identify a behavior they want to change.	3. Students will identify a behavior they want to change.	3. Students will identify how their behavior influences the feelings and actions of others.
4. Students will identify a goal for change.	4. Students will identify a goal for change.	
5. Student will identify three steps for reaching the goal.	5. Students will identify three steps for reaching the goal.	
IMPACT UNITS: 1. Self Esteem 2. Peer Relationships 3. Conflict Resolution	1. Getting to Know Myself 2. Getting to Know Others	1. Self Assessment/Self Esteem 2. Decision Making 3. Peer Relationships 4. Conflict Resolution 5. Community Involvement

Guidance Activities/Units:

1. Conflict Resolution
2. Suicide Prevention
3. Loss and Grief
4. Teen Pregnancy Prevention
5. Drug Abuse Prevention
6. Child Abuse Prevention
7. Motivation

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 4: To assist students in understanding decision making and problem solving.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will identify choices that students their age have to make.	1. Students will identify choices that students their age have to make.	1. Students will demonstrate information gathering skills necessary for making decisions.
2. Students will demonstrate a decision-making process.	2. Students will identify a personal choice and use a decision-making process to make that choice.	2. Students will demonstrate the relationship between personal attributes and realistic goal setting.
3. Students will identify problems that students their age have.	3. Students will identify a personal problem and use a problem-solving model to solve that problem.	
4. Students will demonstrate a problem-solving model.		
"IMPACT" UNITS: 1. Decision Making	1. Decision Making	1. Decision Making

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 5: To assist students in understanding interpersonal and communication skills.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will demonstrate effective listening skills.	1. Students will demonstrate effective group interaction skills.	1. Students will identify alternatives when peer pressures are in conflict with their value system.
2. Students will demonstrate effective communication skills.	2. Students will demonstrate giving appropriate feedback.	2. Students will demonstrate positive assertiveness skills.
3. Students will demonstrate appropriate responses to peer pressure.	3. Students will demonstrate appropriate cooperation skills.	
"IMPACT" UNITS:		
1. Getting Acquainted/ Student Orientation 2. Communication 3. Peer Relationships 4. Conflict Resolution	1. Let's Get Started 2. Getting to Know Myself 3. Getting to Know Others 4. Communication	1. Getting Acquainted/ Group Behavior 2. Communication 3. Peer Relationships 4. Conflict Resolution

Guidance Units:

1. "Effective Communication Skills"

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 6: To assist students in understanding school success skills.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will identify skills which make a student successful in school.	1. Students will demonstrate appropriate time management skills.	1. Students will identify those skills which are necessary for effective learning, e.g., study habits, test-taking, time management, personal organization, following directions, etc.
2. Students will identify personal strengths and weaknesses in study skills.	2. Students will demonstrate appropriate organizational skills.	2. Students will identify and improve learning skills which need improving.
3. Students will identify one weakness of study skills they want to improve.		
4. Students will identify conflicts that students their age have.		
5. Students will demonstrate conflict resolution methods.		
"IMPACT" UNITS: 1. Getting Acquainted 2. Motivation and Educational Planning 3. Self-Esteem 4. Wellness	1. Study Skills 2. Wellness	1. Getting Acquainted 2. Learning Skills 3. Motivation 4. Wellness

Guidance Units:

1. Motivation

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 7: To assist students in career development and educational planning.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will explore various occupations.	1. Students will identify school and community experiences with various career clusters.	1. Students will identify future career plans land relate them to selection of school courses.
2. Students will identify how skills learned in school relate to various occupations.	2. Students will identify the specific abilities and skills required for various career clusters.	2. Students will demonstrate job-search and job-acquisition skills.
3. Students will select elective courses for the following year.	3. Students will select elective courses for the following year.	
"IMPACT" UNITS: 1. Motivation and Educational Planning 2. Careers	1. Planning for my future	1. Careers 2. Educational Planning

Guidance Units:

1. "The Eighth Grade Plan"

GRADE LEVEL COMPARISON: MIDDLE SCHOOL DEVELOPMENTAL GUIDANCE

Goal 8: To assist students in understanding community pride and involvement.

OBJECTIVES:

GRADE 6	GRADE 7	GRADE 8
1. Students will identify community needs.	1. Students will identify school improvement projects.	1. Students will identify one community need.
2. Students will identify resources for meeting community needs.	2. Students will choose one school improvement project and identify the method for improvement.	2. Students will demonstrate how to solve that need.
"IMPACT" UNITS: 1. Community Involvement		1. Community Involvement

Guidance Units:

1. "Project Serve" through the Volunteer Center of Central Florida

DEVELOPMENTAL GUIDANCE - GRADE 6

GOAL 1: TO ASSIST STUDENTS IN UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Students will demonstrate knowledge of physical layout of the school.
2. Students will demonstrate knowledge of the Student Code of Conduct.
3. Students will demonstrate knowledge of extra curricular activities, special programs, and services.
4. Students will demonstrate knowledge of school personnel and their roles.

GOAL 2: TO ASSIST STUDENTS IN UNDERSTANDING SELF AND OTHERS

OBJECTIVES:

1. Students will be able to identify similarities and differences in each other.
2. Students will demonstrate knowledge of physical changes of pre-adolescence.
3. Students will identify friendship qualities.
4. Students will identify positive relationships with teachers and other adults.

GOAL 3: TO ASSIST STUDENTS IN UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will identify positive attitudes and behaviors.
2. Students will identify consequences of negative attitudes and behaviors.
3. Students will identify a behavior they want to change.
4. Students will identify a goal for change.
5. Student will identify three steps for reaching the goal.

GOAL 4: TO ASSIST STUDENTS IN UNDERSTANDING DECISION-MAKING AND PROBLEM-SOLVING

OBJECTIVES:

1. Students will identify choices that students their age have to make.
2. Students will demonstrate a decision-making process.
3. Students will identify problems that students their age have.
4. Students will demonstrate a problem-solving model.

GOAL 5: TO ASSIST STUDENTS IN UNDERSTANDING INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will demonstrate effective listening skills.
2. Students will demonstrate effective communication skills.
3. Students will demonstrate appropriate responses to peer pressure.

GOAL 6: TO ASSIST STUDENTS IN UNDERSTANDING SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will identify skills which make a student successful in school.
2. Students will identify personal strengths and weaknesses in study skills.
3. Students will identify one weakness of study skills they want to improve.
4. Students will identify conflicts that students their age have.
5. Students will demonstrate conflict resolution methods.

GOAL 7: TO ASSIST STUDENTS IN CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will explore various occupations.
2. Students will identify how skills learned in school relate to various occupations.
3. Students will select elective courses for the following year.

GOAL 8: TO ASSIST STUDENTS IN UNDERSTANDING COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will identify community needs.
2. Students will identify resources for meeting community needs.

DEVELOPMENTAL GUIDANCE - GRADE 7

GOAL 1: TO ASSIST STUDENTS IN UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Students will demonstrate knowledge of extracurricular activities, special programs and services.
2. Students will demonstrate knowledge of school personnel and their roles.
3. Students will demonstrate knowledge of the Student Code of Conduct.

GOAL 2: TO ASSIST STUDENTS IN UNDERSTANDING SELF AND OTHERS

OBJECTIVES:

1. Students will assess their abilities, interests and personal characteristics.
2. Students will identify positive relationships with peers, teachers and other adults.

GOAL 3: TO ASSIST STUDENTS IN UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will identify positive attitudes and behaviors.
2. Students will identify consequences of negative attitudes and behaviors.
3. Students will identify a behavior they want to change.
4. Students will identify a goal for change.
5. Students will identify three steps for reaching the goal.

GOAL 4: TO ASSIST STUDENTS IN UNDERSTANDING DECISION-MAKING AND PROBELM-SOLVING

OBJECTIVES:

1. Students will identify choices that students their age have to make.
2. Students will identify a personal choice and use a decision-making process to make that choice.
3. Students will identify a personal problem and use a problem-solving model to solve that problem.

GOAL 5: TO ASSIST STUDENTS IN UNDERSTANDING INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will demonstrate effective group interaction skills.
2. Students will demonstrate giving appropriate feedback.
3. Students will demonstrate appropriate cooperation skills.

GOAL 6: TO ASSIST STUDENTS IN UNDERSTANDING SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will demonstrate appropriate time management skills.
2. Students will demonstrate appropriate organizational skills.

GOAL 7: TO ASSIST STUDENTS IN CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will identify school and community experiences with various career clusters.
2. Students will identify the specific abilities and skills required for various career clusters.
3. Students will select elective courses for the following year.

GOAL 8: TO ASSIST STUDENTS IN UNDERSTANDING COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will identify school improvement projects.
2. Students will choose one school improvement project and identify the method for improvement.

DEVELOPMENTAL GUIDANCE - GRADE 8

GOAL 1: TO ASSIST STUDENTS IN UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Students will demonstrate a positive attitude and sense of belonging toward their high school.
2. Students will demonstrate knowledge of opportunities available to them through their high school, e.g., extra-curricular activities, special programs, services, etc.

GOAL 2: TO ASSIST STUDENTS IN UNDERSTANDING SELF AND OTHERS

OBJECTIVES:

1. Students will identify personal strengths.
2. Students will develop a strength through an action plan.
3. Students will identify strengths in others.

GOAL 3: TO ASSIST STUDENTS IN UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will identify the influence of environment on personal attitudes and behaviors.
2. Students will identify coping skills acceptable to self and others.
3. Students will identify how their behavior influences the feelings and actions of others.

GOAL 4: TO ASSIST STUDENTS IN UNDERSTANDING DECISION-MAKING AND PROBLEM-SOLVING

OBJECTIVES:

1. Students will demonstrate information gathering skills necessary for making decisions.
2. Students will demonstrate the relationship between personal attributes and realistic goal setting.

GOAL 5: TO ASSIST STUDENTS IN UNDERSTANDING INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will identify alternatives when peer pressures are in conflict with their value system.
2. Students will demonstrate positive assertiveness skills.

GOAL 6: TO ASSIST STUDENTS IN UNDERSTANDING SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will identify those skills which are necessary for effective learning, e.g., study habits, test-taking, time management, personal organization, following directions, etc.
2. Students will identify and improve learning skills which need improving.

GOAL 7: TO ASSIST STUDENTS IN CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will identify future career plans land relate them to selection of school courses.
2. Students will demonstrate job-search and job-acquisition skills.

GOAL 8: TO ASSIST STUDENTS IN UNDERSTANDING COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will identify one community need.
2. Students will demonstrate how to solve that need.

ANNUAL GUIDANCE CALENDAR

	Activity	Date	Activity	Date
AUG	1		5	
	2		6	
	3		7	
	4		8	
SEPT	1		5	
	2		6	
	3		7	
	4		8	
OCT	1		5	
	2		6	
	3		7	
	4		8	
NOV	1		5	
	2		6	
	3		7	
	4		8	
DEC	1		5	
	2		6	
	3		7	
	4		8	
JAN	1		5	
	2		6	
	3		7	
	4		8	
FEB	1		5	
	2		6	
	3		7	
	4		8	
MAR	1		5	
	2		6	
	3		7	
	4		8	
APR	1		5	
	2		6	
	3		7	
	4		8	
MAY	1		5	
	2		6	
	3		7	
	4		8	
JUNE	1		5	
	2		6	
	3		7	
	4		8	

School-Based: Guidance Services Annual Guidance Plan

OBJECTIVE(S)	ACTIVITIES	TIMELINE	PERSON RESPONSIBLE	ACCOUNTABILITY

Guidance Unit Plan Outline

SCHOOL:_____ COUNSELOR_____

LEVEL:_____ GOAL(S):_____

Number of sessions for this unit:_____
Average time per session:_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit.
Daily Session 1: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Daily Session 2: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Daily Session 3: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Daily Session 4: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Daily Session 5: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Daily Session 6: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

DAILY SESSION PLANNING FORM

Unit: _____

SESSION: _____

PURPOSE:

MATERIALS:

INTRODUCTION:

ACTIVITY:

CLOSURES:

SUMMARY:

ASSIGNMENT:

COUNSELOR _____

DAILY LOG

WEEK OF _____
QUIN # _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:00					
9:00-9:30					
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30-1:00					
1:00-1:30					
1:30-2:00					
2:00-2:30					
2:30-3:00					
3:00-3:30					
3:30-4:00					

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School Board of Orange County, Florida
Student Services

GUIDANCE ACTIVITIES REPORT

Activities undertaken to implement the Annual Guidance Plan may be reported here. This Guidance Activities Report may be used as one component of the guidance program evaluation.

TOPIC (Should be related to goals and objectives)	PERSON RESPONSIBLE	DATE	GRADE LEVEL(s)	FORMAT (Indiv., Group, Classroom, etc.)	NO. OF SESSIONS	APPROX. NO. OF STUDENTS

Student Assessment of the Middle School Guidance Program (#1)

School_____ Date_____

Your answers on this questionnaire will help us determine present strengths and the future direction of the guidance program. Any suggestions that might help us provide better services would be most welcome. Please write any comments and/or suggestions in the space provided.

		Yes	No	Uncertain
1.	Do you know which members of your school staff are your school counselors?	☐	☐	☐
2.	When you entered your present school, were you helped to make a good adjustment to it?	☐	☐	☐
3.	Is your counselor available to talk with you when you feel it is necessary?	☐	☐	☐
4.	Have you been able to discuss your feelings about your personal emotional, physical, and intellectual development?	☐	☐	☐
5.	Have you been helped to plan the subjects and activities you want and need to take while you are in middle school?	☐	☐	☐
6.	Do you have opportunities to plan and participate in group discussions about personal/social problems?	☐	☐	☐
7.	Do you have access to the information you want and need about the various careers you might like to consider?	☐	☐	☐
8.	Does your school make information about post-high school opportunities (colleges, technical institutes, other schools, jobs, etc.) available for your use?	☐	☐	☐
9.	Have you been taught decision-making skills so you can plan what to do when you finish high school?	☐	☐	☐
10.	Does your counselor help you understand the meaning of your standardized test scores (ability, achievement, other) and relate them to your future plans?	☐	☐	☐
11.	Have you ever visited the guidance office to talk with your counselor?	☐	☐	☐
12.	Do you know what information on careers is available in the guidance office?	☐	☐	☐
13.	Do your teachers talk about the possible careers related to the subjects they teach?	☐	☐	☐
14.	Has the counselor visited your classroom to share information with you (careers, drugs, dating, etc.)?	☐	☐	☐
15.	Have you been helped to plan the subjects and activities you want and need to take in high school?	☐	☐	☐
16.	Do you think you have learned to cope with a rapidly changing world?	☐	☐	☐
17.	Have you received any help at school in improving your study habits and skills?	☐	☐	☐
18.	Have you been taught communication skills?	☐	☐	☐
19.	Have you learned acceptable conflict management skills?	☐	☐	☐
20.	Do you understand learning styles and how they relate to you?	☐	☐	☐

Please make any comments which could help improve guidance services in your school.

Adapted from School Counseling Programs: A Resource and Planning Guide, with permission from the Wisconsin Department of Public Instruction, 125 S. Webster St., Madison, WI 53703.

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Middle School Student Needs Assessment (#2)

Name_____
IMPACT Teacher_____

DIRECTIONS: Read this list slowly, and as you come to a problem which bothers you, put a circle around the number in front of it.

1. Being smaller than other kids.
2. Being bigger than other kids.
3. Having something wrong with me.
4. Don't like school.
5. Would like to join a school club.
6. Afraid of failing in school work.
7. Too much work to do at home.
8. Afraid of brother or sister.
9. Being too shy.
10. Not knowing how to act at parties.
11. Kids not liking to be with me.
12. Being talked about.
13. Being made fun of.
14. Afraid to try new things myself.
15. Can't forget mistakes I've made.
16. Losing my temper.
17. Not enough time for fun and play.
18. Often getting sick.
19. Getting poor grades at school.
20. Can't do social studies very well.
21. Too many "kids" in classroom.
22. Can't spell very well.
23. Want dad/mom to come back.
24. Wish mother/father would spend more time with me.
25. Being afraid to talk to others.
26. People being so bossy.
27. Being picked on.
28. Being teased or laughed at.
29. Getting in trouble but wanting to be good.
30. Sometimes wishing I'd never been born.
31. Being too fat.
32. Being too thin.
33. Not smart enough.
34. Having trouble with reading.
35. Afraid of teachers.
36. Being afraid of dad or mom.
37. People finding fault with me.
38. Wanting to know more about girls.
39. Others think I'm spoiled.
40. Wanting to be nicer to others.
41. Being tired all the time.
42. Afraid of tests.
43. Parents not trusting me.
44. Being teased by dad or mom.
45. Wanting things my parents won't give me.
46. Kids calling me names.
47. Being chased by other kids.
48. People hurting my feelings.
49. Being thought stupid all the time.
50. Making friends with other kids.
51. Can't remember to do homework.
52. Afraid to speak up in class.
53. School work is too hard.
54. Family fights.
55. Fighting with a brother or sister.
56. Parents expecting too much of me.
57. Sometimes wanting to run away from home.
58. Fighting all of the time.
59. People don't like my friends.
60. Can't do things right.
61. Always getting into trouble in school.
62. Being treated like a baby at home.
63. Can't talk about things that bother me at home.
64. Wondering why others get mad at me.
65. Being afraid of people.
66. People won't leave me alone.
67. Doing things I shouldn't do.
68. Telling too many lies.
69. Wondering what I'll be when I grow up.

Middle School Student Needs Assessment (#3)

Name_____
IMPACT Teacher_____

1. What things are bothering you most? Describe two or three things.

2. Would you like to talk to someone about the things which are bothering you?

3. Would you like to work in a group with other students who have similar problems?

Parent Assessment of the Middle School Guidance Program

School_____ Date_____

Below is a brief opinion form concerning your child's guidance program. We would greatly appreciate your taking a few minutes to complete the form and return it to the school. The results of this survey will be used to revise and strengthen guidance services for your child. Thank you for your time and assistance.

Directions: Please check one response for each question or statement.

		Yes	No	Uncertain
1.	I know which member of the school staff is my child's counselor.	☐	☐	☐
2.	I have visited my child's guidance office.	☐	☐	☐
3.	All students have access to counseling services.	☐	☐	☐
4.	If I had a concern about my child's program in school, I would feel free to contact the counselor.	☐	☐	☐
5.	Counseling services have been helpful to my child in some special way this year.	☐	☐	☐
6.	My child's counselor has been available when I have tried to contact him/her.	☐	☐	☐
7.	I would like to know more about the services provided by the counseling program.	☐	☐	☐
8.	The counseling program has helped my child be more aware of his/her own emotional, physical, and intellectual development.	☐	☐	☐
9.	Does your child have access to information he/she needs about colleges and other schools which offer post-high school education?	☐	☐	☐
10.	Children are allowed and encouraged to provide input into school programs.	☐	☐	☐
11.	My child has been helped with career planning and selection.	☐	☐	☐
12.	Information about post-high school opportunities (colleges, technical institutes, other schools, jobs, etc.) is given to all students.	☐	☐	☐
13.	My child has been helped to improved his/her study skills.	☐	☐	☐
14.	My child has been taught conflict resolution skills.	☐	☐	☐
15.	My child has been taught to understand personal relationships and independence.	☐	☐	☐
16.	My child has been taught decision-making skills.	☐	☐	☐
17.	My child understands the class options and the impact class selection will have on future plans.	☐	☐	☐
18.	My child understands learning styles and how they relate to him/her.	☐	☐	☐
19.	The guidance program is helping my child cope with a changing world.	☐	☐	☐
20.	The guidance program has helped my child develop problem-solving skills.	☐	☐	☐
21.	The guidance program has helped my child understand and use good communication skills.	☐	☐	☐

Please add any comments that would help improve guidance services in your child's school.

Adapted from "School Counseling Programs: A Resource and Planning Guide", with permission from the Wisconsin Department of Public Instruction, 125 S. Webster St., Madison, WI 53703.

Administrator Assessment of the Guidance Program

School _____ Date _____

Your frankness in answering this questionnaire will be most helpful in assessing present strengths and determining future directions of the guidance program in your school.

		Yes	No	Uncertain
1.	Are students, teachers, parents, and community informed about the school guidance program?	☐	☐	☐
2.	Has the counselor provided leadership in creating good public relations for the guidance program?	☐	☐	☐
3.	Has there been an inservice to help the staff understand the guidance program?	☐	☐	☐
4.	Does your counselor have adequate clerical assistance?	☐	☐	☐
5.	Does the counselor have suitable facilities which provide visual and auditory privacy?	☐	☐	☐
6.	Are provisions made for group guidance activities?	☐	☐	☐
7.	Has an adequate budget been provided for needed materials and supplies?	☐	☐	☐
8.	Do students have freedom to see the counselor?	☐	☐	☐
9.	Is there a planned orientation program for students each year?	☐	☐	☐
10.	Has the counselor talked with you about short- and long-range goals for the guidance program?	☐	☐	☐
11.	Does your guidance program staff have access to computer services?	☐	☐	☐
12.	Do you think that your teachers have accepted the guidance program as an integral part of the total school program?	☐	☐	☐
13.	Have adequate provisions been made for a systematic evaluation of the school-level guidance program?	☐	☐	☐
14.	Is there a comprehensive developmental guidance curriculum on file?	☐	☐	☐
15.	Do you think that students use the guidance services available?	☐	☐	☐
16.	Is there a guidance program advisory committee in the school?	☐	☐	☐
17.	Is the advisory committee functioning to aid the counselor in determining the needs of students?	☐	☐	☐
18.	Are data derived from the follow-up of graduates and dropouts used in planning the curriculum of your school?	☐	☐	☐
19.	Has the school system established administrative procedures for (a) granting a request for access to student records, (b) maintenance of records, (c) security of records, (d) transfer, storage, and disposal of student records?	☐	☐	☐
20.	Is career development an integral part of your total guidance program?	☐	☐	☐
21.	What do you consider to be the major strengths of the guidance program?	☐	☐	☐
	_____			
	_____			
	_____			
22.	What are the greatest needs of the guidance program?	☐	☐	☐
	_____			
	_____			
	_____			

personnel or more counselor hours are needed, indicate numbers below.

Number of full-time counselor(s) _____

Number of part-time counselor(s) _____

Hours per week needed _____

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Counselor Assessment of the Guidance Program

School_____ Date_____

	Yes	No	Uncertain
I. Developmental Program Components			
A. Program Organization and Implementation			
1. Guidance activities for all students are included.	☐	☐	☐
2. Individual counseling, group guidance, and counseling services are scheduled for all students.	☐	☐	☐
3. Teachers are involved in planning the program.	☐	☐	☐
4. The results of a needs assessment are used in planning programs and activities.	☐	☐	☐
5. Inservice meetings with the staff are scheduled.	☐	☐	☐
6. A timeline for programs and activities is developed.	☐	☐	☐
7. Career guidance activities are provided for all students and cover decision-making skills, employment skills, and employment operations.	☐	☐	☐
B. Sequencing of the Developmental Guidance Program			
1. The plan for implementing grade-level activities has been carried out.	☐	☐	☐
2. Periodic checks were made to determine if all students were being served.	☐	☐	☐
3. Objectives in all three component areas (personal/social, career, and learning) were evaluated.	☐	☐	☐
C. Educational Program Planning			
1. Sessions were held with students on curriculum planning, learning styles, and study skills.	☐	☐	☐
2. Sessions were held with staff to share test information and suggest follow-up activities to improve student performance.	☐	☐	☐
3. Sessions were held with teachers and students to discuss interpretation of tests.	☐	☐	☐
4. Data were collected on students with special needs and required follow-up done.	☐	☐	☐
5. Sessions on career development were provided for all students.	☐	☐	☐
D. Classroom Guidance			
1. Classroom units on areas of developmental guidance were coordinated with teachers.	☐	☐	☐
2. Sessions on planning classroom guidance were held with teachers.	☐	☐	☐
3. Career guidance activities were integrated into academic subject-area classes.	☐	☐	☐
E. Group Guidance and Counseling			
1. Special interest and needs activities based on a needs assessment were provided on the following topics during this period.	☐	☐	☐
Developing self-esteem	☐	☐	☐
Understanding change	☐	☐	☐
Individual differences	☐	☐	☐
Career exploration	☐	☐	☐
Communication skills	☐	☐	☐
Understanding world of work	☐	☐	☐
School expectations	☐	☐	☐
Learning process	☐	☐	☐
Decision making	☐	☐	☐
Prevention suicide	☐	☐	☐
Preventing teen pregnancy	☐	☐	☐
2. Evaluations are made of group guidance and counseling objectives.	☐	☐	☐

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Counselor Assessment of the Guidance Program (continued)

School_____ Date_____

	Yes	No	Uncertain
F. Orientation			
1. Visits are made to feeder schools in reference to orientation activities.	☐	☐	☐
2. Visits are made to the classroom in reference to the guidance program.	☐	☐	☐
3. Contacts are made with feeder schools about school programs and activities.	☐	☐	☐
4. Sessions with each grade are held during this period.	☐	☐	☐
5. Meetings are held with administration and faculty in reference in curriculum concerns.	☐	☐	☐
G. Public Relations			
1. Meetings with the guidance committee are held regularly.	☐	☐	☐
2. Sessions are held to acquaint guidance publics with services available to them.	☐	☐	☐
A. Students	☐	☐	☐
B. Faculty	☐	☐	☐
C. Parents	☐	☐	☐
D. Community	☐	☐	☐
E. School Board	☐	☐	☐
3. Presentations were made to acquaint the public with the accomplishments in guidance.	☐	☐	☐

II. What problems did you encounter in conducting the guidance program?

III. What specific events did you experience that enhanced your program?

IV. Indicate the changes in and/or additions to guidance services that are planned or anticipated.

Source: Florida State Department of Education

Teacher Assessment of the Guidance Program

School_____ Date_____

We are interested in obtaining your feedback on the effectiveness of your school's guidance program. The results will be used to provide direction and make needed program improvements. Please check the response that best represents your opinion.

	Yes	No	Uncertain
Developmental Guidance Experiences (Classroom)			
1. I am becoming more aware of IMPACT materials and techniques that can be used in the classroom through my involvement with the counselor	☐	☐	☐
2. Our counselor plans appropriate activities for my classroom.	☐	☐	☐
3. IMPACT activities are effective in making children more aware of their own behaviors and feelings.	☐	☐	☐
4. IMPACT activities are effective in making children aware of the needs and feelings of others.	☐	☐	☐
5. Our counselor's classroom presentations reinforce skills and attitudes that I believe children should be learning.	☐	☐	☐
6. Our counselor attempts to involve me in the planning of his/her classroom activities.	☐	☐	☐
7. I am involved during the classroom presentation activity along with the counselor.	☐	☐	☐
8. I feel more comfortable about IMPACT materials and techniques now than I have in the past.	☐	☐	☐
9. Classroom guidance activities can be observed to affect the children positively in other areas of their lives.	☐	☐	☐
Individual and Small-Group Counseling		☐	☐
10. Counseling helps students develop personal and interpersonal problem-solving skills.	☐	☐	☐
11. Our counselor works effectively with all students, not just "problem" students.	☐	☐	☐
12. Our counselor helps students understand the concept of change.	☐	☐	☐
13. Our counselor helps students to better understand accept themselves.	☐	☐	☐
14. Counseling activities help students learn to communicate with peers and adults.	☐	☐	☐
15. Counseling has a positive effect in resolving students' peer-group conflicts.	☐	☐	☐
16. Our counselors help students understand their own learning abilities and how best to use them.	☐	☐	☐
17. Our counselor provides me with regular and meaningful feedback regarding children who are receiving counseling.	☐	☐	☐
18. As a teacher, I can see positive changes in students who receive individual or small-group counseling.	☐	☐	☐
19. I am satisfied with the individual and group counseling services.	☐	☐	☐
Consultation		☐	☐
20. Our counselor contributes constructive ideas and suggestions that support me as a teacher.	☐	☐	☐
21. Our counselor makes a sincere effort to be available to discuss children in my room.	☐	☐	☐
22. Our counselor communicates frequently with me and the parents of the children he/she works with.	☐	☐	☐
23. I seek the assistance of the counselor in helping students.	☐	☐	☐
24. Our counselor is effective with parents.	☐	☐	☐
25. Our counselor is a good resource person in helping me work with my students.	☐	☐	☐
26. Guidance and counseling has a positive effect on the school climate as a whole.	☐	☐	☐

Teacher Assessment of the Guidance Program (continued)

27. How would you describe the overall guidance services in your building?

28. The most valuable services offered by the counselor are:

29. Suggestions for improvement are:

Adapted from "School Counseling Programs: A Resource and Planning Guide," with permission from the Wisconsin Department of Public Instruction, 125 S. Webster St., Madison, WI 53703.

Unit 1 Outline: Suicide Prevention
School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Middle GOAL(S): 2, 3, 4

Number of sessions for this unit: 3
Average time per session: 45 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit: **Suicide Prevention**
Session 1: Coping Skills
PURPOSE: Students will identify unrealistic expectations, symptoms of depression and coping strategies.
Materials used (filmstrips, films, kits, etc.) paper, pencil, overhead or chalkboard

Session 2: Helping A Friend
PURPOSE: Students will identify strategies for helping a friend.
Materials used (filmstrips, films, kits, etc.) paper, pencil, overhead or chalkboard

Session 3: Developing Healthy Attitudes
PURPOSE: Students will identify healthy attitudes and coping with stress.
Materials used (filmstrips, films, kits, etc.) paper, pencil, overhead or chalkboard

Session 4: _____
PURPOSE: _____
Materials used (filmstrips, films, kits, etc.) _____

Session 5: _____
PURPOSE: _____
Materials used (filmstrips, films, kits, etc.) _____

Session 6: _____
PURPOSE: _____
Materials used (filmstrips, films, kits, etc.) _____

UNIT 1: SUICIDE PREVENTION

SESSION 1: COPING SKILLS

PURPOSE:

Students will identify unrealistic expectations, symptoms of depression and coping strategies.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard.

INTRODUCTION:

Begin by saying, "The teen years can present some time of turmoil for almost everyone. You're learning new roles,developing new friendships, getting used to the changes in your bodies, and making decisions about your future. You are looking for solutions to problems. However, sometimes it seems as though no one has any solutions, and that can leave you feeling alone."

ACTIVITY:

"What are some things that are expected of you? What are some unrealistic things that you think are expected of you?" (Write responses on board or overhead). Some examples of unrealistic expectations are:

-That they have to be perfect in all that they do
-That they must not fail at anything
-That they must be just like everyone else

Say, "Unrealistic expectations and trying to deal with body changes can create stressful situations for some people. Stress can lead to depression. Everyone has normal mood swings in which he or she occasionally feels down in the dumps, sad, or unhappy. But, when that depressed mood lingers for more than two weeks, serious depression could be setting in. That should be a clue to you that you need to share your problem with an adult who can offer help."

Divide class into small groups. Choose a recorder and a reporter. Have groups brainstorm how a depressed person would behave. Report back to class. Some examples are:

- Difficulty sleeping, fatigue, or restlessness.
- Persistent boredom, difficulty concentrating, or a decline in quality of school work.
- Withdrawal from friends, family, or regular activities once enjoyed.
- Helpless, hopeless, guilty feelings that persist.
- Radical personality or behavior changes (quiet individuals may become hyperactive or rebellious; outgoing young people may become quiet or withdrawn.)

- Feeling that you can't handle your problems alone - when all self-help measures have not been enough and when friends have not been able to help much either.

- Loss of control over some aspect of your life - like starving yourself or eating compulsively, drinking, or using drugs.

Have small groups brainstorm coping strategies or things they can do to help themselves. Report back to class. Some examples are:

THINGS YOU CAN DO TO HELP YOURSELF

If you are feeling down, there are a number of ways you can help yourself:

MAKE SMALL CHANGES IN YOUR DAILY ROUTINE.

Do something out of the ordinary just for you. If you dislike vigorous physical exercise, start taking long walks or maybe jog a little. Force yourself to accept an invitation from a friend. Call a friend. Ask yourself what you'd be doing right now if you weren't depressed, then do it!

RELEASE BENT-UP EMOTIONS IN SAFE WAYS.

You might bicycle vigorously or participate in an intense raquetball game, cry, or talk to friends. You might try verbally expressing anger more directly when this is possible and practical. Learning ways to express angry feelings in constructive ways and finding nonhurtful ways to deal with your angry energy is a major step in overcoming depression.

DON'T COVER UP YOUR FEELINGS WITH DRUGS AND ALCOHOL.

When you're feeling blue, it can be a huge temptation to look for an escape via drugs or alcohol, but these can only deepen your depression and postpone any solutions to your problems. Remember, dealing with your feelings is an opportunity to grow.

PLAN A TREAT FOR YOURSELF EVERY DAY

You need something - even a very small thing - to look forward to everyday. Maybe you can reward yourself with a hobby you enjoy, a visit to a favorite place, a talk with a person you especially like, a special food, something that please you and makes it possible for you to get up in the morning and look forward to a new day.

DON'T CRITICIZE YOURSELF WHEN YOU ARE DEPRESSED.

Depression is a natural reaction to loss, to bent-up feelings, to a poor self-image and feelings of helplessness. Instead of getting down on yourself for being depressed, try SHARING your troubles by talking with family and friends.

DON'T DRAG YOUR MOOD DOWN MORE WITH NEGATIVE ACTIVITIES.

Violent or depressing movies, music or games can intensify bad feelings.

GET INVOLVED.

Youth groups, school events, church activities, outdoor sports or volunteer community service groups offer great ways to meet other your age. If you are a newcomer in your community, REACH OUT TO OTHERS, and they will reach out to you.

CLOSURE:

"What are some of the coping strategies that are new to you? What are some that were successful for you?"

SUMMARY:

"We've talked about unrealistic expectations, symptoms of depression and coping strategies. Since everyone has days which are up and down, it is important to identify our own coping strategies."

ASSIGNMENT:

"The next time you feel depressed, try using a coping strategy.

UNIT 1: SUICIDE PREVENTION

SESSION 2: HELPING A FRIEND

PURPOSE:

Students will identify strategies for helping a friend.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard.

INTRODUCTION:

Begin by saying, "In our last session we discussed unrealistic expectations, symptoms of depression and coping strategies. Would anyone like to share a coping strategy that you used?"

ACTIVITY:

Divide class into small groups. Choose a recorder and a reporter. Using the situations, say "Your group's task is to brainstorm how the person in the situation might behave and what are some things you could do to help your friend." Report back to class. Some examples of behaviors are:

Soft spoken, slow speech

Withdrawal from normal social contact

Engaging in fewer pleasurable activities

Seldom smiles or laughs

Eats alone. Studies alone

Does not speak up in class or social encounters

Avoids groups
Reduces involvement in sports and games

Drab dress
Grades take sudden drop

Sighs often and cries easily
Procrastinates

SOME EXAMPLES OF WHAT A FRIEND CAN DO ARE:

- Listen, listen, listen. Get your friend to talk to you.
- Talk to the person. It provides a link of human contact and hope.
- Ask the person how he/she feels. Try asking gentle questions (i.e., "You seem as if you've been kind of down. Have you?"). If he/she responds with

a "yes," don't make the person feel guilty for having these feelings, but acknowledge that everyone has these down feelings sometimes. You might share that it makes you feel better to have a talk with your parents or an adult who can help at these times. Suggest that he/she tries this.

- If your friend tells you that he/she has been feeling hopeless or sees no solution in sight for the problem, show that you care. Listen and be supportive, but realize that your friend needs help from an adult who can offer assistance. If your friend seems seriously depressed or has indicated in anyway that he/she may be thinking of harming himself or herself, don't try to solve the problem yourself and do not keep it a secret. If your friend didn't want help, he/she wouldn't have shared with you. It is important for your friend's family to know so they can offer to help.

- If your friend refuses to get the help you feel he/she needs, you get help. Contact the person's parents, guardians, a teacher, or other adult you trust. There's a good chance that the seriousness of your friend's problem may have gone undetected by those who care, and someone needs to be informed.

SOME AVAILABLE RESOURCES FOR HELP ARE:

- Your parents and/or friend's parents; a school counselor administrator; a teacher you know and trust; a clergyman or rabbi; a physician; an adult friend you know and trust; a police officer. Remember, you can also call a crisis line anytime, even anonymously, to ask advice.

Have groups develop a skit based on their situation and present it to the class.

CLOSURE:

"What were some things you noticed that were similar in each group?"

SUMMARY:

"Friends are important. It's important to know when a friend needs help and what you can do to help them. If your friend didn't want help, he wouldn't have shared with you."

ASSIGNMENT:

"The next time a friend is in need of your help, remember the things you can do to help.

SITUATIONS

1. Frank's mother died a few months ago. You notice that he is depressed. What behaviors do you notice that lead you to believe he is depressed? What are some things you could do to help Frank?

2. Don got into an argument with Fred. They arranged to fight after school. Don didn't show up. The next day their classmates made fun of Don, calling him a chicken. Don felt humiliated. It's been a few weeks since it happened and Don is really depressed. What behaviors do you notice that lead you to believe he is depressed? What are some things you could do to help Don?

3. You notice that Cindy is no longer eating lunch. She looks tired all the time. What behaviors do you notice that lead you to believe she is depressed? What are some things you could do to help Cindy?

4. You know that Susan doesn't get along with her parents. You notice that she is drinking alcohol before school and taking pills at lunch. What behaviors do you notice that lead you to believe she is depressed? What are somethings you could do to help Jerry?

5. Jerry is joking all of the time about failing all of his classes and saying that he doesn't care and he'll never be able to catch-up. What behaviors do you notice that lead you to believe that her is depressed? What are somethings you could do to help Jerry?

6. Julie just gave you her favorite necklace. She doesn't want to go to the dance and stays away from her friends. What behaviors do you notice that lead you to believe she is depressed? What are some things you could do to help Julie?

UNIT 1: SUICIDE PREVENTION

SESSION 3: DEVELOPING HEALTHY ATTITUDES

PURPOSE:

Students will identify what they can do to develop healthy attitudes, reduce stress and take quiz on unit.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard. Principles for a healthy attitude.

INTRODUCTION:

Begin by saying, "In our last session we identified behaviors of a depressed friend and ways to help them. Today we will discuss how to develop a healthy attitude."

ACTIVITY:

Divide class into groups. Each group receives 3 principles for developing a healthy attitude. Each group will develop strategies for using the principles in their lives. Report back to class.

CLOSURE:

"Which principles are easiest to apply? Which principles are the hardest to apply?"

SUMMARY:

Using the handout of "Summary," summarize the session.

ACTIVITY II:

Give quiz to each student in the class. In their small groups have them do the quiz together. Have them report to the class their five things to develop a healthy attitude.

ASSIGNMENT:

Use the healthy attitudes in your daily life.

THINGS YOUNG PEOPLE CAN DO TO DEVELOP HEALTHY ATTITUDES

Read and discuss ways to apply these principles to your own life:

- RECOGNIZE YOUR STRENGTHS AND ACCOMPLISHMENTS.

  Remind yourself of the good things about yourself, and try the things at which you are successful. Set realistic goals for yourself.

- HELP OTHERS APPRECIATE THEIR STRENGTHS AND ACCOMPLISHMENTS.

  Be positive with your friends. As with all human relations, emphasizing the positive accomplishes so much more than finding fault or ignoring things.

- TAKE RESPONSIBILITY FOR YOUR ACTIONS AND ACCEPT THE CONSEQUENCES.

  This is a way you can learn from your mistakes and grow in abilities. Live up to your obligations. For example, don't pretend to be sick and stay home from school in order to avoid a test or some other unpleasantness. Don't break a date just because a better offer came along.

- DON'T EXPECT TO BE ABLE TO DO TOO MUCH TOO SOON.

  You have to make an investment in getting some of what you want at a later time. Sometimes you have to wait for things and work for them. For many things, you may not yet be physically, mentally, or emotionally ready. Some things are the rights, privileges, and responsibilities of adulthood and accomplishment. You have to learn to have patience and to work hard.

- DON'T REQUIRE PERFECTION OF YOURSELF AND DON'T REQUIRE IT OF OTHERS.

  Sometimes it seems as though adults expect young people to be perfect and to do everything right. They should know better. You should know better. We all have to learn to be as forgiving of ourselves as we are supposed to be with others.

- BE CAREFUL OF OVER-COMMITMENTS.

  Too many irons in the fire can be very stressful. Learn to manage your time and energy realistically.

- BREAK DIFFICULT TASKS INTO SMALLER STEPS.

  Then it won't seem like such a big task to get everything done.

- MAKE A PLAN AND WORK SYSTEMATICALLY TOWARD SOLVING PROBLEMS AND ACCOMPLISHING GOALS, INCLUDING CHANGING NEGATIVE THINGS IN YOUR LIFE.

Seemingly overwhelming tasks can be achieved through planning, patience, and hard work, even changing the things you don't like about yourself or your life. Bad feelings, problems, and crises will pass. Things can get better!

- DEAL WITH FEELINGS IN POSITIVE WAYS.

  Learn to accept your feelings as normal, expressing feelings in ways that are not hurtful to yourself or others. Talking about feelings, relaxing, or becoming more physically active to relieve bad feelings and getting help when necessary are important strategies for reducing stress.

- UNDERSTAND HOW FEELINGS AFFECT ACTIONS.

  Feelings and problems are temporary, but we can do things impulsively as a result of our emotions that may have long-lasting negative effects.

- BUILD SOME REGULAR, COMFORTABLE, POSITIVE, INTERESTING EXPERIENCES INTO YOUR LIFE.

  Hobbies or interests that are special, engaging and pleasant can serve as a refuge from stress and give a sense of accomplishment and uniqueness to your life.

- LEARN TO HANDLE PUT-DOWNS.

  We all learn to turn aside cutting, hurtful remarks of thoughtless people.

- ASSERT YOUR RIGHTS AND DON'T SAY "YES" WHEN YOU MEAN "NO."

  Stand up for yourself when you are right (and learn to admit it when you know you are wrong). Learn the words to deal with peer pressures, to say no, to not always follow the crowd. You might even be a leader in changing the crowd's direction.

- LEARN AND PRACTICE TECHNIQUES TO MANAGE STRESS.

  Relaxing, changing your mood through pleasing music, participating in engaging activities or exercise, avoiding stressful situations when possible, and other strategies can make it easier to deal with stress.

- USE POSITIVE COMMUNICATION TECHNIQUES.

  Learn how to listen actively, to affirm the importance of the speaker, to use"I feel" messages rather than blaming "you did" messages, to repeat what you think you are hearing, to be sensitive to the feelings as well as the words being expressed, to be willing to compromise. Communication does not have to be a debate with a winner and a loser.

- LEARN TO MAKE AND KEEP FRIENDS.

  Courtesy, consideration, friendliness, sharing, fairness, self-control, cheerfulness, honesty, empathy, tolerance, and keeping commitments are character traits we all need to practice. The pay-offs are immense.

- MAINTAIN GOOD COMMUNICATION WITH YOUR FAMILY.

  This will strengthen relationships. Developing and maintaining a healthy, loving relationship and open communication with your family or guardians will help in all aspects of your life.

- MAKE NEWCOMERS WELCOME.

  Young people who move to a new school or community often feel lonely, insecure and frightened at having to make new friends. Pay extra attention to new kids. Help them make new friends. Organize a school befriending group for this purpose. Doing something nice for others will make you feel better about yourself!

- HAVE A HEALTHY LIFESTYLE.

  Proper diet, rest, exercise, practicing good hygiene, using good safety practices and avoiding harmful substances such as tobacco, alcohol, and other drugs can help keep people out of stressful situations. These practical suggestions can also help one deal with the stresses that cannot be avoided.

SUMMARY

The following is a list of things you can do on your own to help reduce stress.

1. Acknowledge your feelings, identify them, and allow yourself to experience them.
2. Share your feelings with someone you trust so they don't bottle up inside.
3. Know that you are not perfect and are not supposed to be.
4. Think of healthy, positive alternative solutions to your problems.
5. Do some healthy activities that you enjoy and that make you feel good. Make a mental note of the ones that work for you.
6. Develop creative outlets. Strike a good balance between work and play.
7. Don't over-commit. Save time for yourself.
8. Try to relax.
9. If things get out-of-hand, ask for help.

Remember, life is composed of pain as well as joy. Life presents problems to be solved, and you can solve them!

QUIZ

Some questions have more than one right answer. There are 21 possible total correct answers in the multiple-choice section.

1. What are some feelings associated with depression or emotional distress?

   a. calm and collected
   b. fatigue and sleeplessness
   c. joy and happiness
   d. blues and helplessness

2. Some things that make depressed feelings worse are:

   a. getting lots of exercise
   b. not expressing bottled-up feelings
   c. listening to depressing music
   d. failure to communicate your feelings to someone who can help

3. Some ways to cope more effectively involve:

   a. acknowledging your feelings and deciding if your feelings are realistic
   b. staying in bed all day and feeling sorry for yourself
   c. doing activities you enjoy and noting ones that work for you
   d. thinking of alternative solutions to your problems

4. People who sometimes feel "down" or depressed are:

   a. just normal people with problems
   b. different from everybody else
   c. only adults
   d. just like everyone else; they just need a little extra support at the time

5. A good way to begin to get better when depressed is to:

   a. share your problems with your parents, a family member, or a good friend
   b. just keep your problem to yourself and see if it will go away
   c. just ignore your feelings
   d. make an appointment to visit a professional counselor or clergyman to discuss problems

6. Mental health professionals, counselors and clergy:

   a. are only there for older folks with problems
   b. are always there if you just reach out for help
   c. will be glad to help you help yourself to solve your problems
   d. can help you understand depressed feelings

7. When you're feeling low,drugs and alcohol:

   a. may seem like an escape, but they are the wrong choice
   b. are strong depressants and will make you feel worse

c. are dangerous and make you more vulnerable
d. all of the above

8. When you're feeling blue:

a. don't criticize yourself for feeling down
b. plan a small treat for yourself each day
c. don't use drugs or alcohol; release frustrations in safe ways instead
d. all of the above

9. When you have a bad problem or a great humiliation happens to you, remember:

a. bad feelings are only temporary
b. that it's not the end of the world, things will improve; give it time
c. to share those hurt feelings with someone who can help
d. all of the above

10. If I had a good friend who was seriously depressed or in a crisis situation, I would:

a. not keep it a secret if my friend were feeling helpless or hopeless
b. tell my parents or his parents - or another adult who could help
c. listen, be calm and non-judgmental, and let him know I care about him
d. just ignore what he says and try to change the subject

LIST FIVE THINGS THAT YOU CAN DO TO DEVELOP HEALTHIER, MORE POSITIVE ATTITUDES:

1._____

_____

2._____

_____

3._____

_____

Unit 2 Outline: Loss and Grief
School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Middle GOAL(S): 2,3,4,5

Number of sessions for this unit: 3
Average time per session:_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit: **Loss and Grief**
Session 1: What is Death?
PURPOSE: Students will identify their concept of death and develop a group poster.
Materials used (filmstrips, films, kits, etc.) Poster board, markers, magazines (optional), scissors, paste.
Session 2: Dealing with Death
PURPOSE: To identify feelings and behaviors related to their experience of death.
Materials used (filmstrips, films, kits, etc.) Paper, pencil, overhead or chalkboard.

Session 3: Living with Loss
PURPOSE: To identify the behaviors that accompany the stages of grief and identify strategies to use after a death occurs.
Materials used (filmstrips, films, kits, etc.) Paper, pencil, overhead or chalkboard

Session 4: _____
PURPOSE: _____

Materials used (filmstrips, films, kits, etc.) _____

Session 5: _____
PURPOSE: _____

Materials used (filmstrips, films, kits, etc.) _____

Session 6: _____
PURPOSE: _____

Materials used (filmstrips, films, kits, etc.) _____

UNIT 2: LOSS AND GRIEF

SESSION 1: WHAT IS DEATH?

PURPOSE:

Students will identify their concept of death and develop a group poster.

MATERIALS:

Poster Board, Markers, Magazines (optional), scissors, paste.

INTRODUCTION:

Begin by saying, "People tend to be afraid of things they don't understand. By becoming aware of our own ideas and feelings, we an be less afraid of those things. Death is a part of life that is a mystery to us. Yet it is important to understand our thoughts and feelings, we can be less afraid of those things. Death is a part of life that is a mystery to us. Yet it is important to understand our thoughts and feelings about death." (At this point, the generalized concept of loss might be addressed, i.e., divorce, moving, loss of job, loss of friends, breaking up with girl/boy friends.)

ACTIVITY:

Divide class into small groups. Give each group a poster board, markers, and magazines (optional). "Your task today is to make a group poster on your ideas about what death is. This poster could include words and customs associated with death." Allow groups to work on posters for approximately 20 minutes. Have groups present posters to the entire class.

CLOSURE:

"What were some of the things that were similar about the posters? What was different?"

SUMMARY:

"Death is a reality in life and we all have our own ideas about death. It is interesting and important to know about others' ideas as well as our own."

ASSIGNMENT:

Talk to other people and find out what death is to them.

UNIT 2: LOSS AND GRIEF

SESSION 2: DEALING WITH DEATH

PURPOSE:

Students will identify feelings and behaviors related to their experience of death.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard.

INTRODUCTION:

Begin by saying, "In our last session we made posters which identified how we all view death. Today we want to identify how we feel and behave when we are confronted by someone's death."

ACTIVITY:

Divide class into dyads. Say, "Decide who will be the speaker first and who will be the listener. Think for a minute about an experience you've had with death. It can be the death of a relative, a friend, a neighbor, a pet or it could be someone you know who experienced a death of someone else Take a few minutes to share what happened." After 2 minutes say, "Now switch roles and the speaker becomes listener and the listener becomes the speaker." Have dyads form groups of 4 to 6 and come up with a list of feelings and behaviors concerning their experiences Report back to the class. Write list on board or overhead.

CLOSURE:

"What feelings and behaviors were similar? Are all the feelings unpleasant? When might there be a time when the feelings are pleasant?"

SUMMARY:

"As we have seen, the feelings each group reported are similar. It is important to know that it is normal to have these feelings and behaviors. It is also important to know that these feelings don't last forever. It usually takes anywhere from 8 months to 2 years to get over a death."

ASSIGNMENT:

"Talk to people about how they got over a death and how they coped with their unpleasant feelings."

UNIT 2: LOSS AND GRIEF

SESSION 3: LIVING WITH LOSS

PURPOSE:

Students will identify the behaviors that accompany the stages of grief and identify coping strategies to use after a death occurs.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard.

INTRODUCTION:

Begin by saying, "In our last session we discussed feelings and behaviors associated with death. These feelings and behaviors are part of the stages of grief that everybody goes through. Today we are going to discuss these stages and look at some ways to cope with these stages."

ACTIVITY:

Divide class into 6 groups. Give each group one of the stages of grief. Say, "Your group's task is to write down some of the behaviors that would go with the stage of grief your group has. Think in terms of what might the person be saying to themselves or to other people." Have the groups report back to the class. Use the following example as a guide:

Stages of Grief

STAGE	TYPE OF BEHAVIOR
Shock	Appears inactive, expressionless, numb Exhibits denial, disbelief Feels disorganized Loses appetite.
Fear	Feels terror Panics in absence of parents Feels helpless Fears something will happen to loved one or self Develops physical symptoms, sleep disturbances.
Anger	Resents others and self Exhibits uncooperative and rude behavior
Guilt	Blames self for loss Has lowered self-esteem.
Depression	Feels empty Appears unhappy and cries excessively Yearns or searches for lost object or person

	Withdraws, is silent.
Acceptance	Has experienced separation or loss and is able to cope Feels hopeful, reorganizes life and focuses on the present.

Have groups write down some things they can do after a death occurs. Report back to class. Use the following as a guide:

IMPORTANT THINGS TO DO AFTER A DEATH

1. Talk about your feelings.
2. Talk about your body aches.
3. Talk about the person who died.
4. Express your anger in acceptable ways.
5. Talk about your guilt so you don't feel like punishing yourself.
6. Talk to your parents about who would take care of you if you died.
7. Cry.
8. Don't be afraid to spend time alone. Avoid over busyness.
9. Read about death. Ask your counselor or school librarian about books.
10. Talk to a counselor about your feelings.
11. Grieving takes time. Remember that time does heal.
12. Your family may fight more. This just means that you need to sit down and talk about your real feelings.
13. Try not to make the dead person into a saint.
14. Don't try to take over the dead person's role.
15. Keep something of the dead person's.
16. Find someone else going through the same thing.

CLOSURE:

"Is death the only time you would experience the stages of grief? What might be some other times you would experience the stages of grief? (i.e., loss of job, divorce, moving, breaking up with girl/boyfriend)."

SUMMARY:

"Even though everyone might express their grief in a different way, the stages of grief have to be gone through each time. The length of grief varies for each time. The stages of grief are not necessarily in a set order and people may go back and forth between stages. These stages normally last from 8 months to 2 years after the loss."

ASSIGNMENT:

The next time you experience a loss be aware of the stages of grief and remember that it is normal to experience those stages.

Unit 3 Plan: Teen Pregnancy Prevention
School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Middle GOAL(S): 2,3,4,5,8

Number of sessions for this unit: 3
Average time per session:_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

. . . . . .

Briefly describe the unit: **Teen Pregnancy Prevention**
Session 1: Making Choices
PURPOSE: Students will identify choices that teenagers have to make, feelings associated with those choices and the people who influence their choices.
Materials used (filmstrips, films, kits, etc.) Paper and pencil, overhead or chalkboard
Session 2: Natalie's Problem
PURPOSE: Students will identify both the economic and emotional consequences of teenage pregnancy.
Materials used (filmstrips, films, kits, etc.) Handout, chalkboard or overhead paper and pencil.
Session 3: Building Caring Relationships
PURPOSE: Students will identify ways to build a caring relationship and where to get more information.
Materials used (filmstrips, films, kits, etc.) Paper and pencil, posterboard and markers, overhead and chalkboard.
Session 4:
PURPOSE:
Materials used (filmstrips, films, kits, etc.)
Session 5:
PURPOSE:
Materials used (filmstrips, films, kits, etc.)
Session 6:
PURPOSE:
Materials used (filmstrips, films, kits, etc.)

UNIT 3: TEEN PREGNANCY PREVENTION

SESSION 1: MAKING CHOICES

PURPOSE:

Students will identify choices that teenagers have to make, feelings associated with those choices and the people who influence their choices.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard.

INTRODUCTION:

Begin by saying, "There are many things in life for which we have to make choices. Today we are going to look at choices that teenagers have to make."

ACTIVITY:

Divide class into small groups. Say, "Your group's task is to write down a list of choices that teenagers have to make." For example:

Whether to take drugs or not
Whether to do homework or not
Whether to have sex or not
Whether to smoke cigarettes or not

"Then, your group is to write down a list of feelings that go along with making those choices. Finally, make a list of the people who influence your choices." Report back to the class.

CLOSURE:

"How can other people influence your choices. How do you feel when others try to influence you choices."

SUMMARY:

"Everyone has choices to make every day. It is important to know who can influence your choices and how you feel about the choices you make."

ASSIGNMENT:

"The next time you have a choice to make, make it wisely."

UNIT 3: TEEN PREGNANCY PREVENTION

SESSION 2: NATALIE'S PROBLEM

PURPOSE:

To help students identify both the economic and emotional consequences of teenage pregnancy.

MATERIALS:

Handout, chalkboard or overhead, paper and pencil for each student.

INTRODUCTION:

Begin by saying, "There are many teenagers pregnancies in Orange County every year. The economic impact on tax supported community agencies amounted to millions of dollars and the financial drain on families created numerous emotional problems that tend to weaken the family structure. The following is part of a letter to Ann Landers that appeared in the Orlando Sentinel:

Not long ago I read a letter in your column from a 17 year old girl who is pregnant. I found out I was pregnant when I was 14. My 15th birthday was last month. My due date is two weeks away. I was so scared to tell my parents I nearly fainted when I tried to get the words out. They were understanding and said they would stand by me.

Today we are going to look at Natalie and her family who are in a difficult situation involving her teenage pregnancy."

ACTIVITY:

Divide the class into small groups. Distribute the handout. Read aloud the situation. Say, "I want each group to take 5 minutes to review the situation and write down Natalie's alternatives. Then write a letter to Beth explaining how Natalie and her family could best handle the financial and emotional problems they are facing." Allow 10 minutes for the students to complete the narratives. As the students read their narratives to the class, the teacher should list alternative solutions on the board or on a transparency.

CLOSURE:

"Which solutions were similar? Which were different? Which solutions were realistic?"

SUMMARY:

"All actions have their consequences. The teenager who wrote to Ann Landers ended her letter with the following statement:

After a lot of thought, I decided not to give up my child. This means for the rest of my life I will be a mother. It is hard for me to image because I am still a child myself, I'd like teenage girls to ask themselves before 'love' sweeps them off their feet: 'Will this guy marry me if I get pregnant?' In my case, the answer was 'no'. I

realize getting pregnancy is the last thing you think about when things heat up, but it's a real possibility."

ASSIGNMENT:

"The next time you are in the store, look at the prices of baby items."

NATALIE'S PROBLEM

Dear Beth,

I am 13 years old and I am pregnant. I had been seeing this real neat guy at school. All my friends were always saying how neat he was. We talked a lot at lunch time and he rode the same bus I did. One afternoon walking home from the bus stop he told me that he liked me a lot. Well, one thing led to another and now I am four months pregnant and I am having his baby.

I think a lot about my baby. Bret is only 14 and he does not have any money of his own to help pay the bills. He does not want to quit school. I wonder how I'll get everything the baby needs and still keep my family together.

My mother and father both have jobs. They are supportive, but I can tell that my problem has placed a strain on the whole family. Dad tries to hide his feelings from me. I've heard him say that he is not very happy about having to raise a second family. He is also worrying about the bills, which we know will amount to over $3,000 for the doctor and hospital. It could be even more if there were problems with the delivery. I've also heard them talking about the increased expenses at the grocery store. A friend of theirs, who has a baby, told them it cost over $20.00 each week just for food and diapers. Just thinking about the cost and the plans that my family will have to postpone for years is really scary.

Then I ask myself, "What should Bret and his family's responsibilities be in this situation?" Beth, I know you can't give me answers to all the questions running through my mind, but just writing this letter has helped me sort out some of my feelings. I will write to let you know what we decide to do.

Natalie
Orlando, Florida

UNIT 3: TEEN PREGNANCY PREVENTION

SESSION 3: BUILDING CARING RELATIONSHIPS

PURPOSE:

Students will identify ways to build a caring relationship and where they can go to get more information.

MATERIALS:

Students will need paper and pencil. Overhead or chalkboard. Posterboard and markers.

INTRODUCTION:

Begin by saying, "In our last session we talked about the consequences of teenage pregnancy. Today we will look at ways to build a carrying relationship."

ACTIVITY:

Divide class into groups. Give each group a choice of doing a poster or a skit concerning the four ways to build a caring relationship:

Communication

Acceptance

Consideration

Enjoying time together

Give the group 15 minutes to come up with a skit or poster. Have groups present their product to the class.

CLOSURE:

"If you have questions about boy/girl relationships, who can you go to for help? Where are some places you can get some reliable information? Do friends always have the right information?"

SUMMARY:

"Building a carrying relationship takes time and a responsible attitude. It is important to have the right information to make the right choices."

ASSIGNMENT:

"The next time you enter into a carrying relationship, make sure you make the right choices and take your time."

Unit 4 Outline: Drug Abuse Prevention
School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Middle GOAL(S): 2,3,4,5

Number of sessions for this unit: 3
Average time per session: 45 Minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit: **Drug Abuse Prevention**
Session 1: What are drugs?
PURPOSE: Students will identify different drug categories and the consequences of using drugs..
Materials used (filmstrips, films, kits, etc.) Paper and pencil, chalkboard or overhead
Session 2: Peer Pressure
PURPOSE: Students will identify situations where peer pressure can occur and identify ways of evaluating peer pressure.
Materials used (filmstrips, films, kits, etc.) Paper and pencil; chalkboard or overhead.
Session 3: Alternatives
PURPOSE: Students will role-play different peer pressure situations and demonstrate questioning and alternatives.
Materials used (filmstrips, films, kits, etc.) Situations on slips of paper, chalkboard and overhead.
Session 4: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Session 5: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Session 6: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

UNIT 4: DRUG ABUSE PREVENTION

SESSION 1: WHAT ARE DRUGS?

PURPOSE:

Students will identify different drug categories and the consequences of using drugs.

MATERIALS:

Students will need pencil and paper. Chalkboard or Overhead.

INTRODUCTION:

Begin by saying, "In our society we are constantly made aware of the problem of drugs and drug abuse. In this unit we are going to look at what drugs are and how people get involved in using drugs and the consequences of drug use."

ACTIVITY:

Divide class into small groups. Say, "Your group's task is to come up with a definition of 'What are drugs.' Include a list of all the drugs you know about." Report back to the class. An example of a definition would be:

Any substance except food that causes changes in the body or mind. Alcohol and tobacco fit this definition and are considered drugs. Be sure bring out in discussion that cigarettes, alcohol, and prescription drugs are all drugs.

Say, "The next task for your group is to brainstorm the effects of drugs on people and the consequences of drug use." Report back to class.

CLOSURE:

"Why do people take drugs? What are some beneficial reasons to take drugs? What is dangerous about teenagers taking drugs? What might happen?"

SUMMARY:

"There are all kinds of drugs in our society. And as we've seen, drug usage can lead to all kinds of consequences. It is important to know about drugs and the consequences so that we can make wise decisions."

ASSIGNMENT:

"Look at a newspaper or talk to someone to find a situation where there were some very serious consequences to taking drugs."

UNIT 4: DRUG ABUSE PREVENTION

SESSION 2: PEER PRESSURE

PURPOSE:

Students will identify situations where peer pressure can occur and identify ways of evaluating peer pressure.

MATERIALS:

Students will need paper and pencil. Chalkboard or overhead.

INTRODUCTION:

Begin by saying, "We all know it is important to have friends and to feel accepted by our friends. We've all, at times, been afraid we might do something that will damage our friendships. We may even feel pressure to do things that we wouldn't normally choose to do in order to keep our friends."

ACTIVITY:

Divide class into small groups. Say, "Your group's task is to brainstorm situations where friends might try to pressure you into doing something. Think about times when you felt pressured, or someone you know felt pressured. Without saying who put pressure on you, make a list of those situations." Report back to class. Some suggestions might be:

-To skip school
-To smoke cigarettes
-To take drugs
-To shoplift
-To cheat on a test
-To not dress out for P.E.
-To wear extreme clothing or hairstyle

Say, "In you next task look at the situations. Sometimes you know right away if what a friend suggests is OK. Sometimes you know right away that it's wrong. But sometimes you have to ask your friend - and yourself - questions to find out if it is OK. In your group brainstorm some questions to ask your friend and yourself." Report back to class. Some suggested questions are:

Is it safe?
Is it legal?
Could it hurt me?
Would my parents approve?
What are the consequences?
Would I feel guilty?

CLOSURE:

"What are the consequences of saying 'no' to peer pressure? What are the consequences of saying 'yes' to peer pressure?"

SUMMARY:

"When we began this unit, we talked about drugs. Today we talked about peer pressure. What is the connection between drugs and peer pressure? That's right, peer pressure is the most common way for teenagers to begin using drugs. So, the problem then becomes not simply saying 'no' to drugs, but saying 'no' to peer pressure when we know it would lead to harmful activities."

ASSIGNMENT:

"The next time you feel pressure to do something by a friend, think about the questions you need to have answered before you say 'yes' or 'no'."

UNIT 4: DRUG ABUSE PREVENTION

SESSION 3: ALTERNATIVES

PURPOSE:

Students will role-play different peer pressure situations and demonstrate questioning and alternatives.

MATERIALS:

Situation on slips of paper. Chalkboard or overhead.

INTRODUCTION:

Begin by saying, "In our last session we talked about different situations where peer pressure occurs. We also looked at questions we need to ask ourselves and our friends before we make a decision. Today, we will role-play these situations and try to identify some alternatives to peer pressure."

ACTIVITY:

Divide class into groups. Have groups select two students to role-play situations. One student will have the situation and role-play applying peer pressure. The other student will role-play asking appropriate questions. The group, whose turn it is, is to be silently brainstorming alternatives to the peer pressure may quietly consult with his group for alternatives to offer the friend who is applying the peer pressure. When all the groups have had a turn, review the alternatives which were offered. Write these on chalkboard or overhead.

CLOSURE:

"Which situation was the most difficult? Which situation was the easiest? What made the situation difficult or easy? How did the questions and alternatives make it easier to resist the pressure?"

SUMMARY:

"We started this unit talking about drugs. Then we broadened it to include dealing with peer pressure, because that is usually the place where drug abuse begins. Today, we looked at two ways to resist peer pressure and remain in control of the situation. Those two ways were by questioning and offering alternatives. By offering alternatives, you allow both sides to win."

ASSIGNMENT:

"The next time you feel peer pressure, take control of the situation by asking questions and offering alternatives. If you can't think of alternatives right away, take your time and maybe even find someone you trust to discuss some alternatives before giving an answer."

SITUATIONS

1. You are trying to get your friend to skip school with you tomorrow because the fair is in town.
2. You are trying to get your friend to smoke a cigarette.
3. You are trying to get your friend to come to your house this afternoon to try some alcoholic beverages before your parents get home.
4. You are trying to get your friend to promise to pass you his answers during the test tomorrow.
5. You are trying to get your friend to go with you to a party where you know there will be drugs.
6. You are trying to get your friend to join you in not dressing out for P.E.
7. You are trying to get your friend to join you in wearing a punk hairstyle to school tomorrow.
8. You are trying to get your friend to help you shoplift a particular item of your choice.

Unit 5: Child Abuse Prevention
School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Middle GOAL(S): 2, 3, 4

Number of sessions for this unit: 3
Average time per session:_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit: **Child Abuse Prevention**
Session 1: What Is Child Abuse and What Are Its Consequences?
PURPOSE: Students will identify various categories of child abuse, and feelings and behaviors that accompany child abuse.
Materials used (filmstrips, films, kits, etc.) Situations for each group. Paper and pencil; chalboard or overhead.
Session 2: Rights and Responsibilities
PURPOSE: Students will identify the rights and responsibilities of children and parents as they relate to the problem of child abuse.
Materials used (filmstrips, films, kits, etc.) Scrambled lists of rights and responsibilities. Paper and pencil; chalkboard and overhead.
Session 3: Reporting Abuse
PURPOSE: Students will identify people who can help abused children in reporting the abuse.
Materials used (filmstrips, films, kits, etc.) Situations for each group (same ones from session 1). Paper and pencil; chalkboard or overhead.
Session 4: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Session 5: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Session 6: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

UNIT 5: CHILD ABUSE PREVENTION

SESSION 1: WHAT IS CHILD ABUSE AND WHAT ARE ITS CONSEQUENCES?

PURPOSE:

Students will identify various categories of child abuse, and feelings and behaviors that accompany child abuse.

MATERIALS:

Situations for each group. Students will need paper and pencil. Chalkboard or overhead.

INTRODUCTION:

Begin by saying, "Child abuse is a topic very much in the news these days. Almost daily the television stations and newspapers report startling stories of children who have been physically, sexually, mentally abused or neglected."

ACTIVITY:

Divide class into small groups. Give each group a situation. Say, "Your group's task is to read the situation and determine what type of abuse is going on. Take 2 minutes to make a decision." Have each group read their story to the class and identify which type of abuse the situations illustrate. Then say, "Now your group's task is to take your situation and brainstorm how the child feels and how he/she might behave as a result of the abuse." Report back to class. (As they report back to the class, be sure to emphasize the following behaviors that studies show are often long-range results of child abuse:

Runaways
Suicide
Truancy
Dropouts
Juvenile Delinquency
Drug Abuse
Prostitution
Teenage Pregnancy
Become Child Abusers themselves

CLOSURE:

"How does a child know if his/her situation is serious enough to be called child abuse? What are some questions a child might ask him/herself to determine if it is child abuse or not?" Some examples are:

-Does it happen all of the time?
-Does it leave marks on my body?
-Am I afraid to go home?
-Do I keep it a secret because I'm embarrassed?
-Do I keep it a secret because I'm afraid?

SUMMARY:

"Today we've talked about the different types of child abuse and the feelings and behaviors that accompany child abuse. It is important to know that child abuse is a very serious problem and it happens to a lot of children. It is also important to know that child abuse is against the law. It is important to be aware that in order for a situation to be abusive, it must be severe, happening all of the time, and have a negative effect on the child."

ASSIGNMENT:

"The next time you hear of someone who is in a difficult situation that could be child abuse, ask yourself or the person the questions to determine if it really is abuse."

SITUATIONS

Because her mother works in the evenings, 13 year old Laura is often at home alone wit her mother's live-in boyfriend. Laura is very confused, because he has started giving her gifts and telling her that she is prettier than her mother and that he is beginning to feel attracted more to her than to her mother. He has put his arms around her several times, and now he sometimes touches her in the private areas of her body. He begs her not to tell her mother, because it will make her jealous and she may "kick him out," so he wouldn't be able to bring her any more gifts.

Twelve year old Mike has one on an overnight camping trip with his uncle. They have a good time fishing and canoeing, but after dark the uncle insists they undress and play some "games" that Mike feels are shameful. When Mike implies that he may tell his parents about this, the uncle becomes angry and threatens to hurt Mike if he tells.

Thirteen year old Daryl worries all the time about his two young sisters, ages 3 and 5. Mother says she can't afford a babysitter, so she leaves the girls alone when she goes to work at noon each day. Daryl hurries home from school to look after them and hopefully find something in the house he can feed them for dinner. He has ever pretended to be sick a number of days so he could stay with them, but now the school attendance officer is insisting that he come to school regularly.

Mother gets off work at 8 p.m., but lately she has not been coming home until after midnight. Mike can tell she has been smoking and drinking, and he wonders how she can afford this, when she can't afford decent food or a babysitter.

Almost every evening Michelle get at least one beating from her father. No matter how many of her chores she has done, if he finds one undone, he takes off his belt and hits her until he raises welts on her body. If she cries or begs him to stop, he add more licks. He never tries to talk with her or explain why he is so harsh; he just says he was raised this way and it's the only language kids understand.

Eleven year old Chad usually wears long-sleeved shirts and long pants to school, even on hot days. He does this so no one will see the burn marks on his arms and legs and ask how they got there. He would be ashamed to tell them that his stepfather punishes him for back-talking by holding his lighted cigarettes to his arms and legs. He has begged his mother to make him stop, but she says she can't do so because he would leave and they couldn't survive without his financial support.

Every evening the scene at Anna's house is the same. From the minute Anna walks through the door, her mother is screaming at her. Anna tries hard to please her mother,but it seems impossible. If Anna ever tries to explain her actions, or even ask her mother's forgiveness for a mistake, this too, turns into a screaming session.

Any privilege Anna ever had has long since been taken away. All her possessions have been taken from her, so that even when her mother locks her in her room, as she often does, there is nothing in the room with which she can occupy herself. So she just lies in her bed and stares at the ceiling. Even so,she is glad to be away from her mother's screaming for a time. Anna's neighbors hear the screaming, and they have told her they have thought of calling the police. Sometimes Anna wished they would.

UNIT 5: CHILD ABUSE PREVENTION

SESSION 2: RIGHTS AND RESPONSIBILITIES

PURPOSE:

Students will identify the rights and responsibilities of children and parents as they relate to the problem of child abuse.

MATERIALS:

Scrambled lists of rights and responsibilities. Students will need paper and pencil. Chalkboard and overhead.

INTRODUCTION:

Begin by saying, "In our last session we looked at four types of child abuse: physical, sexual, verbal, and neglect. We also discussed the feelings and behaviors these abuses can create in a child. We discussed the fact that abused children are at a greater than average risk of having long-range problems such as delinquency, drug addiction, teenage pregnancy, etc.

All children have times when they feel their parents have been unfair, but thee are questions that can be asked to determine if a situation is really abuse or not. Today, we are going to look further at this by examining the rights and responsibilities that children and parents have as they live together in a family."

ACTIVITY:

Divide class into groups. Give each group a scrambled list of rights and one of responsibilities. The task of each group is to sort each list into "children's" and "parent's." When they have had time to complete their lists, the leader calls upon each group in turn to name one item they listed under a given category. As these are discussed, the leader makes the four lists on the chalkboard or overhead.

CLOSURE:

"How does a parents' responsibility to discipline his child differ from a right to abuse the child? How does a child's responsibility to obey his parents relate to his right not to be abused?"

SUMMARY:

"We all have basic rights, but with the rights come responsibilities. As we look at the lists we've made, we see that parents have the responsibility of providing a safe and wholesome environment for the child. But they also have the right to expect the child's cooperation in making the home run smoothly. When the child fails to give this cooperation, the parents have the responsibility to discipline him. Their methods of disciplining will vary, based upon their own backgrounds, but they must be extremely careful that discipline does not turn into abuse."

ASSIGNMENT:

"Think about what you would do if you, or someone you knew,were abused but you did not want to go against your parents by reporting it."

RIGHTS

To be fed
To choose medical help for their children
To be clothed
Times of privacy
To be sheltered
Make decisions about child's education
To be loved
To feel safe
Making choices for children
To own somethings
To not be abused
To choose where to live
Respect

RESPONSIBILITIES

To attend school
To provide basic needs (food, clothing, shelter)
To follow a family schedule
To discipline children
To be accountable
To teach values
To obey parents
To be good role models
To obey teachers
To monitor child's activities
To take care of own things
To monitor child's friends

CHILD'S RIGHTS

PARENT'S RIGHTS

CHILD'S RESPONSIBILITIES

PARENT'S RESPONSIBILITIES

UNIT 5: CHILD ABUSE PREVENTION

SESSION 3: REPORTING ABUSE

PURPOSE:

Students will identify people who can help abused children in reporting the abuse.

MATERIALS:

Situations for each group (same ones from session 1). Students will need pencil and paper. Chalkboard or overhead.

INTRODUCTION:

Begin by saying, "We've talked about different types of child abuse and the rights and responsibilities of children and parents. One of the responsibilities of a child is to report child abuse since it is against the law and the person who is the abuser needs help in overcoming the problem. Today we will look at different ways of reporting child abuse and the possible results of that reporting."

ACTIVITY:

Divide class into same small groups as before and say, "Your group's task is to take the same situation you had in our first session and brainstorm who are the people you could go to and report an abuse situation." Report back to class. Some examples are:

-Tell parent
-Tell teacher
-Tell best friend
-Call police
-Call Hotline 1-800-96ABUSE
-Tell counselor
-Tell minister or rabbi
-Tell relative

Then say, "Choose one way to report the abuse and as a group develop a role-play from your situation to present to the class." After 5 minutes have the groups present their role-play to the class.

CLOSURE:

"How might a person feel once they've reported the abuse? What are some of the things that might happen? Why is it important to tell the truth in reporting a child abuse incident? What might happen if you lie?"

SUMMARY:

"It is important to identify people in your life you can trust to help you if a serious problem, such as child abuse, should every come up. Regardless of who you choose to help you, child abuse will eventually be handled by HRS (Health and

Rehabilitative Services) which is the agency given the job of protecting children. Once HRS is called, their counselors will interview you to learn about your situation. It is important to tell the truth, stick to your story and not be afraid or embarrassed to discuss details of the situation. These counselors are specially trained to work with children who are abused. The first concern of HRS would be to stop the abuse and protect you from further abuse. They will make efforts to get counseling for the abuser and any help the family needs in getting through the problem. In extreme cases, where the child is in danger, HRS will remove the child temporarily from the home, or arrest the abuser. However, even then, efforts would be made to rehabilitate the abuser and bring the family back together again."

ASSIGNMENT:

"Think about the people you could go to for help if you had a serious problem."

Unit 6 Plan: Motivation: Choose to Win
School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Middle GOAL(S):_____

Number of sessions for this unit: 3
Average time per session:_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit: **Motivation: Choose to Win**
Session 1: Winners or Losers?
PURPOSE: Students will identify characteristics of "winners" and "losers" and think about possible reasons for individuals to be so labeled.
Materials used (filmstrips, films, kits, etc.) Slips of paper. Pencils; overhead or chalkboard.
Session 2: Where Am I?
PURPOSE: Students will identify their own strengths and weaknesses and determine some short range goals to move themselves toward being winners.
Materials used (filmstrips, films, kits, etc.) Paper and pencil; chalkboard or overhead.
Session 3: You Are A Winner!
PURPOSE: Students will identify positive attitudes that shape winners.
Materials used (filmstrips, films, kits, etc.) Paper and pencil; if available, gummed labels.
Session 4: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Session 5: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____
Session 6: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

UNIT 6: MOTIVATION: CHOOSE TO WIN

SESSION 1: WINNERS OR LOSERS?

PURPOSE:

Students will identify characteristics of "winners" and "losers" and think about possible reasons for individuals to be so labeled.

MATERIALS:

Slips of paper. Students will need pencils. Overhead or chalkboard.

INTRODUCTION:

Begin by saying, "We all know some people who seem to be 'born winners'. Everything they touch seems to turn into gold. They succeed at everything they try, and everybody loves them. We also know some who seem to be just the opposite. They are 'born losers'. They have all the bad breaks, fail in school, and generally are pretty miserable to have around.

In this unit we want to look at why this happens and explore ways to turn losers into winners."

ACTIVITY:

Pass out small slips of paper. Then say, "I want you to think of one person who know who is definitely a 'winner'. This can be a member of your family or an adult friend. But it might be more helpful for you to think of a student here in your own school. Without naming the person you are thinking of, on one side of your paper write the word 'winner' at the top and then list 3 words or short phrases that describe that person. It might be words or short phrases that describe that person. It might be words like 'always happy' or 'works hard.' Try to list those things that you think make this person stand out as a winner." Wait 2 minutes. Then say, "On the back side of the paper, write the word 'loser' and do the same thing; think of a person (perhaps a fellow student) who always seems to lose and without naming that person, write three words or phrases to describe what you think makes this person appear to be a loser."

Divide the class into small groups and have them share and compile their lists. Have the groups report to the class. During the discussion bring out that these lists are, for the most part, <u>not</u> characteristics which cannot be changed (such as physical appearance). Rather, the characteristics have to do with confidence, friendliness, effort, patience, etc. Being on the winner's side doesn't guarantee that a person will have no problems. It only means that this person finds more positive ways to deal with their problems.

CLOSURE:

"If a person is on the loser's side and wants to move over to the winner's side, what are some things he/she could work on? Do you think there is really such a thing as a <u>born</u> winner or loser, or does it depend more upon the individual's own view of himself or herself and his/her willingness to work toward improvement?"

SUMMARY:

"It is easy for us to think that some are born to win, while others are born to lose, and it's easy to excuse our own luck of success in this way. But if we are honest, most of us lose because we choose to lose; because it just doesn't seem worth the effort to become a winner or because we don't see ourselves as winners. In our next two sessions, we hope to inspire you to make that effort to move yourself to the winner's list, if you are not already there and to keep yourself of that list if you are."

ASSIGNMENT:

"Try to engage in conversation the person you chose as a winner. Don't let him or her know what you're doing, but find out a little more about what makes them a winner. After the conversation, think of words or phrases you could add to the list you made to describe that person."

UNIT 6: MOTIVATION: CHOOSE TO WIN

SESSION 2: WHERE AM I?

PURPOSE:

Students will identify their own strengths and weaknesses and determine some short range goals to move themselves toward being winners.

MATERIALS:

Students will need paper and pencil. Chalkboard or overhead.

INTRODUCTION:

Begin by saying, "In our first session we looked at people we could identify as winners or losers. Did anyone talk with your 'winner' and did you find any new word or phrase to add to your list that describes that person? Today, we are going to get personal and look at ourselves. No matter where we are, there are things we can do to move more solidly onto the winner's list, and we want to set some goals to accomplish this."

ACTIVITY:

"This activity is going to be very personal and should be kept private. First, list several things that you know you do well. It could involve school work, musical or athletic skills, knowing how to cook, care for children, dance, or whatever. Now list some things that need improving or things you'd like to do well.

Now, draw a long, horizontal line on a piece of paper. (Demonstrate on chalkboard or overhead.) At the left end of the line, write the word 'loser'. On the right end, write the word 'winner'. Now, look at your lists and think very carefully. Mark an 'X' at the point on that line where you think you are at the present time. Think about how you see yourself as well as how you think others see you. Consider your strong as well as your weak points. Now think about moving yourself to the right, closer and closer to the winner's side. Of course we would all like to move to the end of the line immediately, but that's not very realistic. We've been a long time developing the attitudes, the habits, and the reputation that cause us to be where the 'X' is. Since I don't know any fairy godmother I could enlist to tap you with her magic wand, I'll have to suggest that you can move to the right only by hard work and determination and that it will have to be by small steps. Think of the energy you use doing those things you do well. Then think of using that same energy to improve on your weaknesses. Below your line list several things you can do that will get you started toward reaching the winner's mark. These don't have to be earth-shaking things, just some simple, small things you know you can do." Some suggestions might be:

-I'll pay more attention to my appearance
-I'll be friendlier
-I'll do all my homework
-I'll think happy thoughts
-I'll do something to help someone else everyday.
-I'll bring my books and materials to class.

CLOSURE:

"Were you able to list several short-range things that you can work on? When should you get started? How soon do you think there will be a noticeable difference? Go back to your line and mark an 'O' at the place you'd like to be one month from now."

SUMMARY:

"We've tried to take an honest and personal look today at where we are on the losers/winners line. More important, we've looked at some things we can do to start moving ourselves toward the winner's side."

ASSIGNMENT:

"Start working on the goals you have set. If you have a trusted relative or friend, share these goals with that person and ask him or her to help you monitor your progress. In a safe place at home tuck away you line with the 'X' or 'O'. Write the date of one month from now on a piece of paper and put it on your mirror or in some prominent place. When that date comes, look at your line again and see if you have moved to your 'O.' If so, make a new 'O'."

UNIT 6: MOTIVATION: CHOOSE TO WIN

SESSION 3: YOU ARE A WINNER!

PURPOSE:

Students will identify positive attitudes that shape winners.

MATERIALS:

Paper and pencil on which to draw logo and write slogans. If available, gummed labels which can be worn.

INTRODUCTION:

Begin by saying, "We have looked at people around us to determine the characteristics of winners and losers. We have also looked at ourselves to see where we are on the losers/winners scale and we've thought of activities we might do to try to move ourselves toward the winner's mark. When you come right down to it, though, whether we become winners or not depends more upon one thing than anything else. That one thing is our attitude. If we develop a good, positive attitude and determine that nothing will keep us from being winners, then guess what? We'll be winners!"

ACTIVITY:

Divide class into small groups. Each group creates a slogan to inspire one to work toward being a winner. They also may draw a logo and display the slogan around this logo as a button to be worn. After completion, one member from each group presents their button to the class and explains its meaning and how the group decided upon it.

Optional: The class may vote for the best one.

CLOSURE:

"We have come up with several very clever and inspiring slogans. How are they alike? How are they different? How can a slogan be useful in helping us meet a goal?"

SUMMARY:

"In this unit that concludes today we have looked at winners and losers. The title of our unit was 'Choose to Win'. We hope you've come away with the idea that whether you become a winner or a loser is mainly up to you. With a good attitude and a good effort, you too, can CHOOSE TO WIN!"

ASSIGNMENT:

"Wear the button you have created. When people ask its meaning, use the opportunity to explain that your group is learning to be winners. Also, every time you look in the mirror this week, say to that person looking back at you, 'You are a winner!'"